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ABSTRACT

This curriculum guide provides an outline of the general boundaries of various courses in secondary school language arts. Sections describe the general scope, points of interest and emphasis, areas for learning experiences, and expected outcomes for course offerings in grades 7-9 and 10-12 (including advanced placement). Behavioral outcomes in listening, speaking and oral interpretation, reading, writing, language, and literature are taken up. In addition to traditional English courses, six speech and two journalism courses are also discussed. A chart providing information on the scope, content, and sequence of the courses (grades 1-12), is keyed to state adopted textbooks. (LH)

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Language Arts for Secondary Schools

Curriculum Guide

Curriculum Bulletin Series

* * *

Authorized by the Board of Education
May 10, 1967

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TE 001 799

Dallas Independent School District
1967

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FOREWORD

In order that teachers may know the general boundaries of the various courses in secondary school language arts, and in order that parents and other citizens may secure a general idea of what is being done, this curriculum guide in language arts has been developed. It is not the kind of an aid that teachers will desire to follow slavishly, but sets up tentative limits within which the teacher may work and yet is sufficiently flexible to provide for creativity and ingenuity. New teachers to the school system may find this guide extremely informative; in addition, those teachers who are already in the system should find support and encouragement for the work they are doing.

Because this material has been prepared by teachers, it not only should be helpful to them, but also should give them considerable pride in seeing the results of their work actually in operation in the classroom.

This bulletin represents the present opinion of the people who prepared it. Because the curriculum is a constantly improving program, it is likely that adjustments and possibly changing points of view will be introduced from time to time for future publications.

W. B. White

Superintendent of Schools

May 16, 1967

ENGLISH LANGUAGE ARTS PROGRAM
JUNIOR AND SENIOR HIGH SCHOOL

Overview

The English Language Arts program in the secondary school offers a variety of opportunities for young people

- to sharpen their communication skills of listening, speaking, reading, and writing;
- to discover significant concepts related to the phonology, grammar, lexicon, and social aspects of American English, its roots in the past, its present characteristics, its prospects for change in the future;
- to discover significant differences between the conventions of spoken and written English;
- to understand the complexities of representing speech in writing (spelling and punctuation);
- to gain experience, confidence, and fluency in representing speech in writing for a variety of personal and vocational purposes;
- to learn ways of finding, organizing, and developing ideas in both spoken and written forms;
- to see literature as a reflection of its region and culture, and thus as a way of gaining an intimate knowledge of regions, ways of life and thought, races, countries, and times which are otherwise inaccessible;
- to understand and enjoy literature written especially for young people;
- to understand and enjoy major literary genres;
- to understand and enjoy some of the major works of famous authors of America, England, and other countries;
- to develop criteria for reading choices for information, for vocational purposes, for cultural values, for recreation, for personal enrichment;
- to consider the place of mass media in modern life and to develop criteria for making choices among the mass media for reading, listening, and viewing.

Courses in English, speech, and journalism provide for differences in aptitudes, interests, and experiential development of young people.

Fundamental needs of young people are met by personal guidance in discovering interests and aptitudes, in developing self-reliance and integrity, in establishing cultural standards, in setting up realistic goals for economic success, and in understanding and accepting the responsibilities of citizenship in a democratic society.

Teachers are to present the various units of work in the order in which they are listed. Units may be combined in appropriate ways. The activities of the class consist of thinking, discovering, listening, speaking, reading, writing, viewing, dramatizing, composing, comparing and contrasting, organizing and expressing ideas and feelings in a variety of forms.

COURSE OFFERINGS

Seventh, Eighth, and Ninth Grade English

Scope

The English Language Arts program is planned to relate the discipline of English (language, composition, and literature) to the developmental needs of youth; to the cultural demands of society; and to the responsibilities of citizens toward home, school, and community in a democracy.

The first week of each school year is devoted to an appraisal of learning needs. At that time the student has the opportunity of setting realistic, but challenging, goals for himself, under the guidance of his teacher. The student's progress toward these goals is evaluated periodically throughout the year.

Each student works with his teacher week by week in a basal reading program. This program, which uses fiction, exposition, poetry, and drama, provides instruction in word recognition skills and in comprehension skills related to critical thinking, purpose, efficiency, vocabulary development, and study skills.

Individual and group activities which encourage the development of listening and speaking skills are organized.

Language is observed and described as a code, as a system of signals, and as a social phenomenon. The concept of grammar as the organization of language is developed, with special emphasis on such unique features of English as subject and predicate; form classes; signals of word order, word form, and function words; sentence patterns; and syntax. Other important language concepts which are developed are the concept of usage, the concept of change, differences between the conventions of spoken and written English, and social and regional varieties of American English. The purposes and sources of authority of dictionaries are considered.

Units related to written expression emphasize (1) both the common and the unusual ways in which vowel and consonant phonemes are represented in writing and (2) the relationship between intonation in the spoken language and punctuation in the written language. In further punctuation study students discover the relationship between English syntax and punctuation, as well as particular punctuation conventions which are related to neither intonation nor syntax. Study of the conventions of capitalization is continued.

Composition (the organization of and presentation of ideas in sentences and larger units) in a variety of oral and written forms is studied systematically.

In addition to the literature which is a part of the basal reading program, several units of literature are developed: in the seventh grade, units on folklore, fables, legends, and myths, Texas literary leaders, and poetry; in the eighth grade, a unit on the American literary heritage; and in the ninth grade, units on short story, novel, drama, biography, and poetry.

Finally, two units on understanding and evaluating the mass media in the eighth grade and a unit on vocations in the ninth grade are developed.

Expected Outcomes

Through participation in the English Language Arts program of the seventh, eighth, and ninth grades, the student *listening*

Recognizes the value of courteous, attentive listening habits

Avoids interruptions and responds courteously to what the speaker has to say

Cultivates his enjoyment of the rhythm and flow of speech and of the sounds of words

Becomes increasingly aware of the significance of pitch, stress, and juncture in communication

Sharpens his ability to distinguish vowel and consonant phonemes in the major regional speech areas of the United States

Seeks opportunities to listen to specific forms and patterns of utterances which are currently a part of prestige dialects (in informal and formal situations) and which he would like to add to his own repertory of readily available choices for his personal speech and writing

Gradually extends his attention span

Usually listens purposefully to gain information and insight, to follow directions, to form an opinion, to answer a question, or to answer an argument

Learns to differentiate between the main idea and subordinate ideas or details by noting varying tone qualities

Recognizes organizational elements

Summarizes and concludes after listening

Develops standards for evaluating oral reports, radio and television programs, films, recordings, and other forms of public communication

speaking and oral interpretation

Develops the habit of realistic self-appraisal in all oral expression

Shows evidence of increased poise in all forms of oral expression

Practices using specific forms and patterns of utterances which are currently a part of prestige dialects (in informal or formal situations) and which he would like to add to his own repertory of readily available choices for his personal speech

Observes good oral techniques before the group: posture, gesture, facial expression, movement, volume, rate, tone quality, distinctness, and audience contact

Increases his precision in choice of words

Shares personal experiences by means of effective speaking

Acquires greater skill in story telling

Becomes interested in reading aloud for the entertainment of the group

Understands the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience

Pauses longer for paragraph indentation than for end-punctuation

Improves personal standards for group and telephone conversations

Participates in dramatics, choral readings, and other creative speech activities

Increases ability to talk from an outline and notes

Recognizes the importance of effective topic and transitional sentences in speeches

Participates in panel discussions on topics chosen by the group

Adopts parliamentary procedure as a meaningful and useful practice

Conducts meetings and serves as chairman or as master of ceremonies

reading word recognition

Consciously makes use of contextual clues when they appear as definitions, appositions, examples, synonyms, summaries, comparisons, and familiar expressions

Expands his expectancy clues by observing all pictorial material and using his total reading and life experiences

Constantly uses the form, or shape, of known words to help him with unfamiliar words

Effectively sounds out unfamiliar words after having first tried contextual and word form clues

Attains the knowledge of a complicated set of phonetic understandings and automatically applies them

Becomes skillful in blending sounds and sound combinations into words

Automatically uses such structural elements as compound words, prefixes, suffixes, and Latin and Greek roots in his word attack procedure after having first tried context and word form clues

Increases his knowledge of the conventions of syllabication and structural understandings as he habitually applies them to more difficult unfamiliar words in reading

Develops a knowledge of patterns of accent and becomes conscious of secondary accent

reading comprehension critical thinking

Begins to recognize the difference between memorizing or verbalizing and grasping concepts

Through consciousness of word connotations, begins to notice how words control the reader's responses

Relates subordinate ideas properly to the main idea

Interprets ideas implied but not directly stated

Learns how paragraph relationship is indicated by transitions

Learns to pause after each paragraph and state its main idea, even though no one sentence in the original may have stated that idea

Learns to write an outline indicating the main divisions of an essay

Learns to recognize the more obvious forms of propaganda

Comes to understand how description and narration are used for expository purposes, and the difference between illustrations used for purposes of explanation and those used to prove or convince

Becomes aware of key words and phrases which signal significant relationships among ideas, such as another fact, an opposite idea, another time, another place, examples, details in time order, cause-effect, and comparison-contrast

reading comprehension purpose and efficiency

Recognizes the author's point of view or purpose and reacts and evaluates accordingly

Identifies, with help, the purpose he should have in mind when reading specific selections

Begins independently to differentiate materials which demand slow reading from those which allow rapid reading and to regulate his rate accordingly

Learns to pre-read rapidly for overall pattern and main ideas

Skims for the answer when the answer is not in the words of the question

Skims for reviewing and for browsing

reading comprehension vocabulary development

Keeps a list of words whose meanings he has had to look up in a dictionary

Through instruction in words met in context, begins to learn the meaning of a growing list of roots and affixes

Develops a feeling for and some knowledge of etymology

Learns the difference between denotation and connotations of words

reading comprehension study skills

Learns to apply in all his study-reading the approach represented by a formula such as SQ3R (survey, question, read in detail, review, and recite) in order to have a step-by-step attack on study reading

Learns to read and follow directions calling for sub-steps in a pattern of three or four steps

Increases proficiency in using the library card catalogue

Learns to use other standard library reference books

Is introduced to *Reader's Guide to Periodical Literature*

Learns to read complex tables, maps, charts, diagrams, graphs, and statistical illustrations

Uses typographical aids, prefaces, introductions, and other parts of books as aids to study

Uses format and organization of the book in understanding logical development of topics, chronological presentation

Grows in power to evaluate critically

Explores and analyzes vocational opportunities

reading personal values

Grows in self-understanding

Grows in understanding of other people

Broadens personal and cultural interests

Uses reading as an excellent means of personal relaxation and enjoyment

writing

Increases understanding of the relation between intonation, syntax, and punctuation

Learns which conventions of punctuation are related to neither intonation nor syntax

Develops techniques for improving what he writes, proofreads, uses dictionaries and other books for reference, and revises where need is pointed out to him

composition

Increases his ability to control and order his words into sentences to convey increasingly complex thought relationships

Increases his use of vivid, specific, exact words

Uses in his compositions words consciously chosen because of their connotation

Becomes increasingly sensitive to word repetition and habitually avoids it in his composition, though he may begin to use it for purposes of emphasis or transition

Begins to establish in his compositions a close relationship between what he intends to communicate and what he actually communicates

In narrative composition begins to use descriptive or explanatory paragraphs along with purely narrative ones and to include in narrative paragraphs sentences which are descriptive and explanatory

Learns to use a topic sentence in expository paragraphs, to vary its position in the paragraph, and to develop it by several methods

Learns that the first sentence in a paragraph, though perhaps not a topic sentence, raises in the reader's mind questions which it is the job of the paragraph to answer

Begins to differentiate between fact and opinion in his compositions and links these in drawing inferences from facts

Begins to support abstractions with specific details

Begins to plan the organization of a short, whole composition with close attention to order of presentation

Begins to learn that there is a close relationship between subject and organization

Begins to examine subjects to see what kinds of organization they demand

Begins to plan compositions by use of simple outlines and to show the reader his organization through careful transition from paragraph to paragraph

Becomes aware that he must write *on the subject* and checks his outline to prevent straying

Learns to refrain from using not only the wording of his "reference material" but its organization as well

Begins to compose as "book reports" analyses of some specific aspect of the book rather than the conventional character sketch and summary of the plot

guage

Becomes increasingly conscious of shades of meaning among synonyms and chooses among all words more accurately

Begins to understand the concepts of denotation and connotation

Becomes aware of language as a code, as a social phenomenon, and as a system of signals

Understands that each language has its own code

Learns that language includes phonology, grammar, and lexicon

Understands that grammar signals meaning independently of lexical content

Learns to understand grammar as the devices by which language is organized to communicate meaning

Recognizes that speech carries meaning through stress, pitch, and juncture

Learns that some of the conventions of spoken and written English are different

Increases his ability to differentiate levels of usage, to identify illiteracies, and to identify some usages as inappropriate in standard speech and informal writing

Increases his knowledge of both common and unusual written representations of vowel and consonant phonemes so that this knowledge may be used automatically

Learns to locate and use the special sections of a dictionary appropriate to his level

Uses with ease the aids to pronunciation in several dictionaries

Uses the dictionary to discriminate among meanings

Increases skill in finding word meanings in more advanced dictionaries

literature

Differentiates between literal and figurative language and responds to figurative language

Recognizes how an author sets tone and mood through word connotations

Begins to realize how an author limits visualization by word connotation even more than through denotation, and begins to visualize according to connotational patterns

Becomes conscious of the uniquely personal nature of his associative response to sensory word stimuli

Begins to realize how large a part sensory impressions play in making reading a true "experience"

Follows with ease a story line through books in which the chronological presentation is broken

Uses his knowledge of character and motivation to predict outcomes

Understands characterization through comments of the author, conversation between characters, and interaction among characters

Begins to see different degrees of character traits and even non-complex admixtures of traits

Is guided increasingly by textual clues, although relying heavily upon his previous experience and reactions and upon the reaction patterns of his peers and of his restricted world in forming his attitudes

Not only understands the morals of stories obviously intended to convey them, but recognizes the main idea of all stories he reads, and begins to generalize himself, in terms of his own experience, about what stories *mean*

Begins to recognize different types of poetry and to adjust both his expectations and reactions accordingly

Increases his experience with listening to and reading poetry (narrative, lyric, and ballad); stories (folk, myth, epics, modern fanciful, realistic, animal, sports, history, and travel); biography (fictionalized or straightforward accounting); essay (factual, informational with example and details, personal, anecdotal in style); novel (character-told, omniscient author); drama (melodrama or surface)

Begins to see literature as a reflection of its region and culture, and thus as a way of gaining an intimate knowledge of regions, ways of life and thought, races, countries, and times which are by other means inaccessible to him

Reads adolescent literature, magazines, and newspapers, showing broadening interests and purposes in his selections

Areas for Learning Experiences

SEVENTH GRADE, FIRST SEMESTER

Appraisal of Learning Needs

Informal "Reading Inventory," in which each student expresses his attitude toward reading and his personal evaluation of his reading skills

Informal problems in listening, speaking, reading, and writing, from which the teacher will analyze each student's strengths and weaknesses

Analysis of specific elements of each student's oral and written usage which differ from varieties of the prestige dialect

Diagnostic spelling test

Cumulative records study by the teacher of the reading achievement scores, the language achievement scores, the mental maturity scores, and other pertinent data of selected students

Basal Reading Program

Each student will work with the teacher week by week during the year in one of the following basal readers:

Discovery Through Reading or *New Horizons Through Reading, Book I* (for capable readers)

Reading, Book I or *Adventure Bound* (possible alternates for unusually capable readers)

Reading with Purpose or *Adventures for You* (for readers who have some disabilities)

Because each basal reader is planned for a sequence in reading skills growth, the student begins with the first lesson in the book and works in sequence to develop the skills which become progressively more complex. Ordinarily, one new basal lesson is introduced each week; however, sometimes a slower rate of introduction of skills is desirable to assure the student's understanding and practice of each skill.

Some Characteristics of Language

(Text material will be the Texas Transparency Development Project Series, English 8, I - 1 through I - 10; III - 1 through III - 14.)

Points of Emphasis

Language as a code

Language as a system of signals

Language as a social phenomenon

The methods of linguistics

Stress, pitch, and juncture

Oral Expression and Composition

(This unit should introduce ideas and skills which will be an integral part of the English Language Arts program for the remainder of the school year. Students should have frequent practice in oral expression and composition.)

Points of Emphasis

Social conventions — conversation, telephoning, and introductions

Discussion — leading assisting others to speak, involving all, resolving conflict, and controlling the "talker"

Oral interpretation — understanding the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience

Telling stories

Choral reading

Dramatization of ballads, stories, and plays

Parliamentary procedure

Preparing and delivering a speech — choosing a subject, gathering material, organizing ideas, outlining, and speaking from an outline

Written Expression

(This unit should introduce ideas and skills which will be an integral part of the English Language Arts program the remainder of the school year. Students should have frequent practice in written expression. Text material will be the Texas Transparency Development Project Series, English 8, II - 1 through II - 5; III - 1 through III - 14.)

Points of Emphasis

Differences between the conventions of spoken and written English

Vowel and consonant phonemes and their representation in writing

The relationship between intonation in the spoken language and punctuation in the written language:

- end punctuation
- appositives
- series
- yes and no
- direct address

Conventions or customs of punctuation in the written language:

- date and year
- city and state
- heading, inside address, salutation, and complimentary close of letters
- initials and abbreviations
- numerals and letters in a list
- possessive form of nouns
- plural of numerals, letters, and signs
- syllabication
- titles of books, magazines, newspapers, articles, short stories, and poems

Conventions or customs of capitalization in the written language:

- first word of a sentence
- name of a person, a street, a country, a city, a town, a state, a county, a school, a month, a day of the week, a holiday, a language, a building, a document, a group of persons (organizations, political parties, governmental bodies and departments, races, and religious sects)

- sacred names
- names for the Bible and divisions of the Bible
- title used with the name of a person
- titles of the highest governmental officials when used without the proper name
- abbreviations
- initials
- *I* and *O*
- adjective derived from a proper name
- first and all important words in titles
- first word in the salutation and in the complimentary close of a letter
- first and all important words in the names of historical events

Grammar, the Organization of Language

(Text material will be the Texas Transparency Development Project Series, English 8, I - 11 through I - 32.)

Points of Emphasis

- Subject and predicate
- Form classes
- Signals of word order, word forms, and function words

Written Composition

(This unit should introduce ideas, skills, and activities which will be an integral part of the English Language Arts program the remainder of the school year. Students should have frequent practice in written composition.)

Points of Emphasis

- Answers to questions
- Note-taking (including recording interviews, recording discussions, and writing minutes)
- Friendly letters
- Business letters
- Reports
- Summaries
- Simple bibliographies
- Character sketches (delineations of character traits and attention to motivation)
- Narration which includes descriptive passages
- Carefully organized paragraph of five or six sentences
- Topic sentences in expository paragraphs, used in a variety of positions and developed by a variety of methods, with emphasis first on time-order
- Announcements
- News reports
- Verse

Sentence Patterns

(Text material will be the Texas Transparency Development Project Series, English 8, I - 33 through I - 46.)

Points of Emphasis

Pattern A: (D) N V_i (Adv)
Pattern B: (D) N^1V_t (D) N^2
Pattern C: (D) N^1V_l (D) N^1
Pattern D: (D) N V_l Adj
Pattern E: (D) N V_t (D) N (D) N
Be Patterns: (D) N be Adj
(D) N be (D) N
(D) N be Adv

Adventures Through Folklore, Fables, Legends, and Myths

(Text material will be selected from *Prose and Poetry Journeys; New Trails; Wide, Wide World; Adventures for Readers, Book 1; Paths and Pathfinders; Here and Everywhere; Parades; Call to Adventure; Worlds of Adventure;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Acquaintance with a variety of legendary folk characters and wonder workers, such as Paul Bunyan, Pecos Bill, Stormalong, Rip Van Winkle, Ichabod Crane, Febold Feboldson, Joe Magarac, Uncle Remus, Johnny Appleseed, and Big Foot Wallace

Acquaintance with the colorful yarns of the cowboys, the treasure-trove stories of the pirates, the ballads and dramas of the Texas Rangers, and the songs and sayings of the Negroes

Acquaintance with the myths and legends of the Spanish, French, Mexicans, and Indians who lived in Texas

Consideration of the characteristics which folk tales from various countries have in common

Comparison of common threads in myths of diverse origins

Study of words that are derived from myths and legends

SEVENTH GRADE, SECOND SEMESTER

Continuation of Basal Reading Program (week by week)

Frequent practice in oral expression and composition

Frequent practice in written expression and composition

Continuation of the development of basic understandings concerning characteristics of language; differences between the conventions of spoken and written English; vowel and consonant phonemes and their representation in writing; the relationship between intonation in the spoken language and punctuation in the written language; subject and predicate; form classes; signals of word order, word forms, and function words; and sentence patterns through the use of the transparencies from the Texas Transparency Development Project Series

Texas Literary Leaders

Points of Emphasis

- Texans who have written fiction for children, for teenagers, and for adults
- Texans who are noted for various types of non-fiction
- Texas playwrights
- The Poetry Society of Texas
- Texas poet laureates
- Texas Folklore Society
- The Texas Institute of Letters
- Texans who have become noted as newspaper editors, columnists, and book-page editors
- Publications of Texas colleges and universities
- Contributions of literary clubs, such as Shakespeare clubs, Browning clubs, and book review clubs, to the intellectual and cultural life of the state

Understanding and Enjoying Poetry

(Text materials will be selected from *Prose and Poetry Journeys; New Trails; Adventure Bound; Wide, Wide World; Adventures for Readers, Book 1; Parades; Call to Adventure; Worlds of Adventure; Adventures for You; Paths and Pathfinders; Here and Everywhere;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Listening to poetry
- Discovery of the power and music of words
- Effective oral interpretation of poetry, in groups and individually
- Emotional, intellectual, creative, and recreative values of poetry
- Narrative poetry
- Ballads
- Lyric Poetry

Areas for Learning Experiences

EIGHTH GRADE, FIRST SEMESTER

Appraisal of Learning Needs

- Informal "Reading Inventory," in which each student expresses his attitude toward reading and his personal evaluation of his reading skills
- Informal problems in listening, speaking, reading, and writing, from which the teacher will analyze each student's strengths and weaknesses
- Analysis of specific elements of each student's oral and written usage which differ from varieties of the prestige dialect
- Diagnostic spelling test

Cumulative records study by the teacher of the reading achievement scores, the language achievement scores, and other pertinent data of selected students

Basal Reading Program

Each student will work with the teacher week by week during the year in one of the following basal readers:

Exploration Through Reading or *New Horizons Through Reading, Book II* (for capable readers)

Reading, Book 2, or *Basic Reading 8,* or *Journeys into America* (possible alternates for unusually capable readers)

Adventures Ahead or Reading for Significance (for readers who have some disabilities)

Because each basal reader is planned for a sequence in reading skills growth, the student begins with the first lesson in the book and works in sequence to develop the skills which become progressively more complex. Ordinarily, one new basal lesson is introduced each week; however, sometimes a slower rate of introduction of skills is desirable to assure the student's understanding and practice of each skill.

Some Characteristics of Language

(Text material will be the Texas Transparency Development Project Series, English 8, I - 1 through I - 10; III - 1 through III - 14.)

Points of Emphasis

Language as a code

Language as a system of signals

Language as a social phenomenon

The methods of linguistics

Stress, pitch, and juncture

Oral Expression and Composition

(This unit should introduce ideas and skills which will be an integral part of the English Language Arts program for the remainder of the school year. Students should have frequent practice in oral expression and composition.)

Points of Emphasis

Social conventions — conversation and introductions

Discussion — leading, assisting others to speak, involving all, resolving conflict, and controlling the "talker"

Oral interpretation — understanding the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience

Telling stories

Choral reading

Dramatization of ballads, stories, and plays

Parliamentary procedure

Preparing and delivering a speech — choosing a subject, gathering material, organizing ideas, outlining, and speaking from an outline

Speaking to convince and persuade others

Written Expression

(This unit should introduce ideas and skills which will be an integral part of the English Language Arts program for the remainder of the school year. Students should have frequent practice in written expression. Text material will be the Texas Transparency Development Project Series, English 8, II - 1 through II - 5; III - 1 through III - 14.)

Points of Emphasis

- Differences between the conventions of spoken and written English
- Vowel and consonant phonemes and their representation in writing
- The relationship between intonation in the spoken language and punctuation in the written language:
  - end punctuation
  - appositives
  - series
  - yes and no
  - direct address

Conventions or customs of punctuation in the written language (in addition to those listed for grade seven):

- direct quotations
- names of ships and trains
- foreign words
- words used as words instead of in the normal context of communication
- compound words and compound numbers
- introduction of list, illustration, long or formal quotation or statement
- slang expressions and nicknames in formal writing

Conventions or customs of capitalization in the written language (in addition to those listed for grade seven):

- first word in each line of poetry
- first word in a quoted sentence
- North, East, South, West, and their compounds and derivatives when designating divisions of the country
- labels and slogans
- nouns clearly personified
- words indicating an important division of selections, books, or series of books
- the first word of each division of an outline

Grammar, the Organization of Language

(Text material will be the Texas Transparency Development Project Series, English 8, I - 11 through I - 32.)

Points of Emphasis

- Subject and predicate
- Form classes
- Signals of word order, word forms, and function words

Written Composition

(This unit should introduce ideas and skills which will be an integral part of the English Language Arts program the remainder of the year. Students should have frequent practice in written composition.)

Points of Emphasis

- Answers to questions
- Note-taking
- Friendly letters
- Business letters
- Reports
- Summaries
- Bibliographies
- Personal narration
- Descriptive paragraphs
- Expository paragraphs, including such logical development orders as enumeration, illustration, cause and effect, comparison and contrast
- Imaginative or emotional (creative) prose and poetry
- Differentiation between fact and opinion
- Character sketches (delineation of character traits and attention to motivation)

Sentence Patterns

(Text material will be the Texas Transparency Development Project Series, English 8, I - 33 through I - 46.)

Points of Emphasis

Pattern A:	(D) N V_i (Adv)
Pattern B:	(D) $N^1 V_t$ (D) N^2
Pattern C:	(D) $N^1 V_l$ (D) N^1
Pattern D:	(D) N V_l Adj
Pattern E:	(D) N V_t (D) N (D) N
Be Patterns:	(D) N be Adj
	(D) N be (D) N
	(D) N be Adv

Newspapers Today

Points of Emphasis

- Influence of newspapers on public opinion
- Contributions and services of a free press in a democratic society

Comparison of news stories and editorials

Comparison of the treatment of news stories by several newspapers

Feature articles and book reviews

Characteristics of journalistic style of written expression and composition

EIGHTH GRADE, SECOND SEMESTER

Continuation of Basal Reading Program (week by week)

Frequent practice in oral expression and composition

Frequent practice in written expression and composition

Continuation of the development of basic understandings concerning characteristics of language; differences between the conventions of spoken and written English; vowel and consonant phonemes and their representation in writing; the relationship between intonation in the spoken language and punctuation in the written language; subject and predicate; form classes; signals of word order, word forms, and function words; and sentence patterns through the use of the transparencies from the Texas Transparency Development Project Series

American Literary Heritage

(Text material will be selected from *Prose and Poetry Adventures; Adventures for Readers, Book 2; All Around America; Wide Horizons; Panoramas; Widening Views; Vanguard; Reading Today Book II; Wonders and Workers; Your Country Book II; Reading Round-Up Book II; Worlds of People;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Contributions of the humanities to society
- Meaning of heritage
- Heritage reflected in the prose and poetry of such authors as Washington Irving, Henry W. Longfellow, Mark Twain, Edward E. Hale
- Regional stories
- Folktales, legends, and myths

Motion Pictures and Television

Points of Emphasis

- Business aspects and their significance
- Arts and crafts that contribute
- People who have been responsible for their growth
- Value of critical reviews
- Favorite motion pictures and television programs as springboards for reading
- Appreciation of good acting, well-constructed plots, and appropriate settings
- History of motion pictures including advances in techniques of sets, lighting, photography, costuming, and make-up

Contribution of the director to the motion picture

Conventions of movie making

The motion picture as an art form

Development of discrimination in the choice of television programs

Assessment of the interpretation of American family life by various television family shows

Analysis of television commercials and their emphasis upon the prevailing standards of economic and social success

Areas for Learning Experiences

NINTH GRADE, ENGLISH 1

Appraisal of Learning Needs

Informal "Reading Inventory," in which each student expresses his attitudes toward reading and his personal evaluation of his reading skills

Informal problems in listening, speaking, reading, and writing, from which the teacher will analyze each student's strengths and weaknesses

Analysis of specific elements of each student's oral and written usage which differ from varieties of the prestige dialect

Diagnostic spelling test

Cumulative records study by the teacher of the reading achievement scores, the language achievement scores, the mental maturity scores, and other pertinent data of selected students

Basal Reading Program

Each student will work with the teacher in one of the following:

Advanced Skills in Reading III

SRA Reading Laboratory

Reader's Digest, Educational Edition

Eighth-grade honors students may also use

Reading Book 2 or *Journeys into America*

Friends in Short Fiction

(Text material will be selected from *Adventures in Reading; Scope, Practical English, Literary Cavalcade;* short stories by such authors as Thomas B. Aldrich, Laura Benét, Heywood Broun, Morley Callaghan, Dorothy Canfield, B. J. Chute, Russell Connell, Ellis Credle, August Derleth, Arthur Conan Doyle, Henri Duvermois, Hamlin Garland, Joel C. Harris, Bret Harte, Walter Havighurst, Nathaniel Hawthorne, O. Henry, Washington Irving, Margaret W. Jackson, Will James, Eric Knight, Robert W. Krepps, Selma Lagerlöf, Jack London, Guy de Maupassant, Edward McCourt, Robert Murphy, Edgar A. Poe, James Pooler, Wilber Schramm, Elsie Singmaster, Ernest T. Seton, Max Steele, Frank Stockton, Booth Tarkington, and Mark Twain; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Short stories as sources of pleasure, inspiration, and information
- Contribution of short stories to personal needs and interests
- Contribution of short stories to one's understanding of people of other races, of distant geographical locations, of historical times, and of different chronological ages
- Elements of the short story
- Technique of the short story
- Qualities which make characters come alive in short stories
- Understanding of purposes and themes of various short stories

Oral Expression and Composition

(This unit should introduce ideas and skills which will be an integral part of the English Language Arts program for the remainder of the school year. Students should have frequent practice in oral expression and composition.)

Points of Emphasis

- Discussion – leading, assisting others to speak, involving all, resolving conflict, and controlling the "talker"
- Oral interpretation – understanding the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience
- Choral reading
- Dramatization of plays
- Parliamentary procedure
- Preparing and delivering a speech – choosing a subject, gathering material, organizing ideas, outlining, and speaking from an outline
- Speaking to convince and persuade others

Written Expression

(This unit should review and introduce ideas and skills which will be an integral part of the English Language Arts program for the remainder of the school year. Students should have frequent practice in written expression. Text material will be selected from *Modern Grammar and Composition 1,* Part I, Chapters 9 and 11.)

Points of Emphasis

- Differences between the conventions of spoken and written English
- Vowel and consonant phonemes and their representation in writing
- The relationship between intonation in the spoken language and punctuation in the written language:
    - end punctuation
    - appositives
    - series
    - yes and no
    - direct address

    - introductory sentence elements
    - terminal word groups
  - Punctuation as a signal of the structure of the written language:
    - coordinate clauses
    - subordinate elements
    - appositives
    - absolutes
    - transitional adverbs
  - Conventions or customs of punctuation in the written language
  - Conventions or customs of capitalization in the written language

Grammar, the Organization of Language

(Text material will be selected from *Modern Grammar and Composition 1,* Part I, Chapters 1 and 2.)

Points of Emphasis

- Subject - predicate structure
- The sentence complement
- Word order
- Seven sentence patterns

Written Composition

(This unit should review and introduce ideas and skills which will be an integral part of the English Language Arts program the remainder of the year. Students should have frequent practice in written composition.)

Points of Emphasis

- Answers to questions
- Note-taking
- Friendly letters
- Business letters
- Reports
- Summaries
- Bibliographies
- Personal narration
- Descriptive paragraphs
- Expository paragraphs, including such logical development orders as enumeration, illustration, cause and effect, comparison and contrast
- Differentiation between fact and opinion and drawing inferences from facts
- Use of specific details to support abstractions
- Analysis of a specific aspect of a book
- Imaginative or emotional (creative) prose and poetry
- Character sketches (delineation of character traits and attention to motivation)
- Ways of achieving unity and coherence in compositions of three to five paragraphs

Friends in Long Fiction

(Text material will be selected from one or more of the following novels: Louisa M. Alcott, *Little Women;* Bess S. Aldrich, *A Lantern in Her Hand;* Merritt P. Allen, *Battle Lanterns, The Flicker's Feather, Johnny Reb, The Spirit of the Eagle;* Paul Annixter, *Swiftwater;* Joseph Archibald, *Falcons to the Fight;* Isaac Asimov, *Caves of Steel;* Enid Bagnold, *National Velvet;* James M. Barrie, *Little Minister;* Edward L. Beach, *Run Silent, Run Deep;* Margaret E. Bell, *Watch for a Tall White Sail;* Curtis Bishop, *Field Goal;* Carol R. Brink, *Caddie Woodlawn;* Betty Cavanna, *Jenny Kimura, Paintbox Summer, Passport to Romance;* B. J. Chute, *Greenwillow;* Ann N. Clark, *Santiago, Secret of the Andes;* Arthur C. Clarke, *The City and the Stars, Dolphin Island, Earthlight, Sands of Mars;* Elizabeth Coatsworth, *Door to the North, Indian Encounters;* James F. Cooper, *The Deerslayer, The Last of the Mohicans, The Pathfinders, The Spy;* Stephen Crane, *The Red Badge of Courage;* Maureen Daly, *Seventeenth Summer;* Marguerite De Angeli, *The Door in the Wall;* Daniel Defoe, *Robinson Crusoe;* Charles Dickens, *A Christmas Carol, David Copperfield, Great Expectations, Pickwick Papers;* Lloyd C. Douglas, *The Big Fisherman, The Robe;* Alexandre Dumas, *The Count of Monte Cristo, The Three Musketeers;* Walter D. Edmonds, *Drums Along the Mohawk, Rome Haul, Wilderness Clearing;* Anne Emery, *A Dream to Touch, Going Steady, Sorority Girl;* Henry G. Felsen, *Hot Rod, Street Rod;* Esther Forbes, *Johnny Tremain, Rainbow on the Road;* C. S. Forester, *The African Queen, The Captain from Connecticut, Captain Horatio Hornblower, The Good Shepherd, Mr. Midshipman Hornblower;* Frederick Gipson, *Old Yeller, Savage Sam;* Kenneth Grahame, *The Wind in the Willows;* Philip Harkins, *Fight Like a Falcon, Road Race;* Robert Heinlein, *Farmer in the Sky, Podkayne of Mars, Red Planet, The Star Beast;* Marguerite Henry, *Brighty of the Grand Canyon;* Helen H. Jackson, *Ramona;* Mackinley Kantor, *The Voice of Bugle Ann;* Harold Keith, *Rifles for Watie;* Eric Kelly, *The Trumpeter of Krakow;* Charles Kingsley, *Westward Ho!;* Rudyard Kipling, *Kim, The Light That Failed;* James Kjelgaard, *Big Red;* Joseph Krumgold, *And Now Miguel;* Jean Latham, *Carry On, Mr. Bowditch, This Dear-Bought Land;* Richard Llewellyn, *How Green Was My Valley;* Gladys Malvern, *Behold Your Queen, The Foreigner, Saul's Daughter, Tamar;* John Masefield, *Bird of Dawning, Jim Davis;* Scott O'Dell, *Island of the Blue Dolphins;* Mary O'Hara, *My Friend Flicka, Green Grass of Wyoming, Thunderhead;* Emmuska Orczy, *Scarlet Pimpernel;* Frances G. Patton, *Good Morning, Miss Dove;* Howard Pease, *Bound for Singapore, The Dark Adventure, Heart of Danger;* Marjorie Rawlings, *Cross Creek, The Yearling;* Conrad Richter, *The Light in the Forest;* William Saroyan, *The Human Comedy;* Jack Schaefer, *The Plainsman, Shane;* Walter Scott, *Ivanhoe;* Anna Sewell, *Black Beauty;* Nevil Shute, *The Legacy, On the Beach;* Henryk Sienkiewicz, *Quo Vadis;* Elizabeth G. Speare, *The Bronze Bow, Calico Captive, The Witch of Blackbird Pond;* Don Stanford, *The Red Car;* Robert L. Stevenson, *Black Arrow, Dr. Jekyll and Mr. Hyde, Kidnapped, The Master of Ballentrae, Treasure Island;* Mary Stolz, *To Tell Your Love, Who Wants Music on Monday;* James Street, *Captain Little Ax, Goodbye, My Lady;* Rosemary Sutcliff, *The John Wood Case, The Mark of the Horse-Lord, Sword at Sunset;* Jonathan Swift, *Gulliver's Travels;* Booth Tarkington, *Alice Adams, The Magnificent Ambersons, Seventeen;* Mark Twain, *A Connecticut Yankee in King Arthur's Court, Huckleberry Finn, The Prince and the Pauper, Tom Sawyer;* Mildred Walker, *Winter Wheat;* Jessamyn West, *Cress Delahanty, The Friendly Persuasion;* T. H. White, *The Once and Future King;* Owen Wister, *The Vir-*

ginian; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Character-told or omniscient author

The novel as a source of pleasure, inspiration, and information

The novel as a reflection of its region and culture

Recognition of main idea

Generalization, in terms of personal experience, about what a novel means

Effect of word connotations on tone and mood

Following a story line through complex books although chronological presentation is broken by the flash back technique or even reversed

Realization of how large a part sensory impressions play in making reading a true "experience"

Form Classes

(Text material will be selected from *Modern Grammar and Composition 1,* Part I, Chapters 3, 4, 5, and 6.)

Points of Emphasis

Nouns

Verbs

Adjectives

Adverbs

Form as a signal to identification

Position as a signal to identification

Function words as signals to identification

Characters Come to Life

(Text material will be selected from *Adventures in Reading; Literary Cavalcade;* Jerome Chodorov and Joseph Fields, *Junior Miss;* Russel Crouse and Howard Lindsay, *Life with Father;* Zona Gale, *Not Quite Such a Goose;* Clifford Goldsmith, *What a Life!;* Isabella A. Gregory, *Seven Short Plays;* Eric P. Kelly, *The Christmas Nightingale;* Gian C. Menotti, *Amahl and the Night Visitors;* Edmond Rostand, *Cyrano de Bergerac, The Romancers;* William Shakespeare, *As You Like It, A Midsummer Night's Dream, The Taming of the Shrew, The Tempest, Twelfth Night;* Booth Tarkington, *Trysting Place;* Oscar Wilde, *The Importance of Being Earnest;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Drama as an effective way of telling a story

Distinctive differences between the one-act play, the radio play, the television play, and longer drama

Quality of dramatic productions

Techniques of reading drama for enjoyment

Participation in drama production

Comparison of early theatre with the present day theatre

NINTH GRADE, ENGLISH 2

Continuation of Basal Reading Program (week by week)

Frequent practice in oral expression and composition

Frequent practice in written expression and composition

Continuation of the development of basic understandings concerning characteristics of language, differences between the conventions of spoken and written English, vowel and consonant phonemes and their representation in writing, the relationship between intonation in the spoken language and punctuation in the written language, sentence patterns, and form classes

Function Words

(Text material will be selected from *Modern Grammar and Composition 1,* Part I, Chapter 7.)

Points of Emphasis

- Words that function as connectives
- Words that function as pronouns
- Words that function as auxiliaries
- Words that function as determiners

Looking Toward the Future

Points of Emphasis

- Extension of one's knowledge of people through a study of their work
- Importance of planning for the future
- Sources of information on vocations
- Requirements, advantages, and disadvantages of several vocations
- Types of work which suit one's personal aptitudes and interests
- Preparation for vocational efficiency

Famous People — Past and Present

(Text materials will be selected from *Adventures in Reading;* autobiographies and biographies by Henry Adams, Jane Addams, Jean L. R. Agassiz, Mary Antin, George Arliss, Nina Baker, Rachel Baker, Louise Baker, Eugene Barker, Geoffrey Bocca, Edward Bok, Richard E. Byrd, Mary E. Chase, James H. Daugherty, Sonia Daugherty, J. Frank Dobie, Lloyd C. Douglas, William O. Douglas, Jeanette Eaton, David Ewen, Kathryn Forbes, Genevieve Foster, Doris Garst, Frank B. Gilbreth, Shirley Graham, Wilfred T. Grenfell, Emily Hahn, Walter Havighurst, Molly Haycraft, Marguerite Henry, Stewart Holbrook, Rackham Holt, Will James, Clara Judson, Helen Keller, Ernest W. Langewiesche, Harold Lamb, Jean Latham, Eva Le Gallienne, Charles Lindbergh, Enid Meadowcroft, Cornelia Meigs, Honoré Morrow, John Muir, Iris Noble, Jeanette Nolan, Albert B. Paine, Quentin Reynolds, Ann Roos, Constance Rourke, Antoine de Saint-Exupery, Carl Sandburg, Gene Schoor, Ernest Sharp, James V. Sheean, Katherine Shippen, Cornelia O. Skinner, Lincoln Steffens, Augusta Stevenson, Noel Streatfeild, Jesse Stuart, Hildegarde Swift, Norgay Tenzing, Lowell J. Thomas, Lon Tinkle, Sigrid Undset, Marguerite Vance, Booker T. Washington, Beryl Williams, Frances Winwar, Laura Wood; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Use of talents to overcome difficulties and to achieve success

Appreciation of the elements of true greatness

Recognition of significant personality traits

The worth of various individuals to society

Development of skill in sharing experiences

Reading of biographies and autobiographies which are primarily narrative and chronological

Building Sentences

(Text material will be selected from *Modern Grammar and Composition 1,* Part I, Chapter 8.)

Points of Emphasis

Coordination

The structure of the compound sentence

Subordination

The structure of the complex sentence

Combining coordination and subordination

A Challenge and a Reward

(Text material will be selected from *Adventures in Reading; Literary Cavalcade;* the poetry of Faye C. Adams, Franklin P. Adams, Conrad Aiken, Margaret R. Akin, Richard Armour, Mary Austin, Karl W. Baker, W. E. Bard, Stephen V. Benét, Rosemary Benét, William R. Benét, George Bond, Robert Browning, Robert Burns, Witter Bynner, Robert P. Tristram Coffin, Padraic Colum, Grace N. Crowell, Thomas A. Daly, Mary A. Davis, G. K. Chesterton, Walter de la Mare, Louise Driscoll, Paul Dunbar, Margaret R. Edwards, Ralph W. Emerson, Eugene Field, Rachel L. Field, Robert Frost, Hilton R. Greer, William Henley, Boyce House, Margaret B. Houston, Burges Johnson, Siddie Joe Johnson, Joyce Kilmer, Rudyard Kipling, Edward Lear, Vachel Lindsay, Myra C. Livingston, Henry W. Longfellow, John McCrae, Edward Markham, Don Marquis, John Masefield, Edgar L. Masters, Vada S. Montgomery, Whitney Montgomery, Ogden Nash, Alfred Noyes, Edgar A. Poe, Nancy R. Ransom, Lizette W. Reese, James W. Riley, Lexie Robertson, David Russell, Arthur Sampley, Carl Sandburg, Lew Sarett, Walter Scott, Edward R. Sill, James Stephens, Robert L. Stevenson, Sara Teasdale, Francis Tichnor, Henry Van Dyke, Carolyn Wells, Marvin D. Winsett; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Inspiration and pleasure from listening to poetry

Effective oral interpretation of poetry

Discovery of the author's purpose or idea

Emotional release through poetry

Differentiation between figurative and literal language

Understanding of such figures of speech as simile, metaphor, personification, alliteration, and onomatopoeia

Dictionaries

(Text material will be selected from *Modern Grammar and Composition 1,* Part I, Chapter 10; *Webster's Students Dictionary; Thorndike-Barnhart High School Dictionary; Webster's New World Dictionary; American College Dictionary; Standard College Dictionary;* and *Webster's Seventh New Collegiate Dictionary.*)

Points of Emphasis

The dictionary as a source of history

The dictionary as a source of grammar

The dictionary as a source of sound

The significance of the introductory sections of dictionaries

COURSE OFFERINGS

Tenth, Eleventh, and Twelfth Grade and Advanced Placement English

Scope

The English Language Arts program is planned to relate the discipline of English (language, composition, and literature) to the developmental needs of youth; to the cultural demands of society; and to the responsibilities of citizens toward home, school, and community in a democracy.

The first week of each school year is devoted to an appraisal of learning needs. At that time the student has the opportunity of setting realistic, challenging goals for himself, under the guidance of his teacher. The student's progress towards these goals is evaluated periodically throughout the year.

An integral part of each course is a developmental reading program, which includes word recognition skills and comprehension skills related to critical thinking, purpose, efficiency, vocabulary development, and study skills.

Individual and group activities which encourage the development of listening and speaking skills are organized.

Language is observed and described as a code, as a system of signals, and as a social phenomenon. The concept of grammar as the organization of language is developed, with special emphasis on such features of English as subject/predicate; form classes; signals of word order, word form, and function words; sentence patterns; kernel sentences; and complex sentences which are derived from the kernel sentences by operations called transformations. Other important language concepts which are developed are that modern languages are a product of historical development, that language change is normal and inevitable, that there are levels of usage, that the test of usage should be appropriateness to the speaker and to the occasion, and that there are differences between the conventions of spoken and written English. The social and regional varieties of American English, ways in which new words and new meanings are added to the vocabulary of English, some of the concepts from the field of semantics, and the purposes and sources of authority of dictionaries are also considered.

Units related to written expression continue to emphasize both the common and the unusual ways in which vowel and consonant phonemes are represented in writing; the relationship between intonation in the spoken language and punctuation in the written language; the relationship between English syntax and punctuation; conventions of punctuation which are related to neither intonation nor syntax; and conventions of capitalization.

Composition (the organization and presentation of ideas in sentences and in larger units) in a variety of oral and written forms is studied systematically.

Literature units are presented both chronologically and by genres. Tenth grade English includes units on short stories, mythology, drama, novels, and poetry.

English 5 (the first semester of the eleventh grade) presents early American literature chronologically. English 6 (the second semester of the eleventh grade) presents units in biography, regional literature, fiction, essays, and poetry.

Twelfth grade English presents English literature chronologically.

Advanced Placement English, which follows the directions set by the College Entrance Examination Board, is organized according to genres: essay, drama, poetry, short story, and novel. In addition to reading a limited number of great works closely, students write a weekly expository or critical essay whose content is related to the analysis of literature.

Expected Outcomes

Through participation in the English Language Arts program of the tenth, eleventh, and twelfth grades and Advanced Placement, the student

listening

Increases in ability to listen purposefully and attentively with discrimination and courtesy

Recognizes the musical qualities of language

Sharpens his ability to distinguish vowel and consonant phonemes in the major regional speech areas of the United States

Becomes increasingly aware of the significance of pitch, stress, and juncture in communication

Seeks opportunities to listen to specific forms and patterns of utterances which are currently a part of prestige dialects (in informal and formal situations) and which he would like to add to his own repertory of readily available choices for his personal speech and writing

Develops a sense of the power of words to influence people

Becomes aware of emotionally weighted words

Anticipates what will come

Listens "between the lines"

Weighs the verbal evidence of what he hears

Learns to separate fact from opinion as he listens

Cultivates the habit of remembering key ideas and drawing conclusions

Listens to enjoy, to become informed, to appreciate, and to follow directions

Evidences increasing discrimination in selecting motion pictures, radio programs, and television shows for information and for entertainment

speaking and oral interpretation

Develops the habit of realistic self-appraisal in oral expression

Expresses personal opinions clearly

Acquires skill in speech for social occasions

Practices using specific forms and patterns of utterances which are currently a part of prestige dialects (in informal or formal situations) and which he would like to add to his own repertory of readily available choices for his personal speech

Observes good oral techniques before the group: posture, gesture, facial expression, movement, volume, rate, tone quality, distinctness, and audience contact

Gains poise and self-confidence in speaking before a group and in presiding according to standards of parliamentary usage

Habitually and unconsciously sees words and punctuation ahead, so that he interprets naturally

Habitually and unconsciously uses phrasing, cadence, and stress to interpret ideas, mood, and tone to an audience

Pauses for emphasis, for laughs, for indication of shift in subject or direction of story or explanation

Increases ability to talk from an outline and notes

Participates in and contributes to group discussions

Participates in dramatics, story telling, choral reading, and panel discussions

reading
word
recognition

Is skillful in attacking complicated unfamiliar words

Uses context clues plus past reading and life experiences, reflection of mood or situation, and figures of speech

Automatically uses such structural elements as compound words, prefixes, suffixes, and Latin and Greek roots in word attack procedure after having first tried context and word form clues

Is skillful in the use of the conventions of syllabication and the ramifications of structural understandings in attacking unfamiliar words both in reading and spelling

Continues to develop a knowledge of patterns of accent and becomes conscious of secondary accent

reading
comprehension
critical
thinking

Independently and habitually recognizes the difference between memorizing or verbalizing and grasping concepts

Learns something of the relationship between language and thought, and applies that knowledge in understanding what he reads

Recognizes the author's purpose, tone, and mood

Recognizes the author's pattern: main ideas and details which support main ideas

Reads critically to reflect and weigh

Reads creatively to visualize people and places, to draw conclusions, to see relationships, and to make inferences

Recognizes cause and effect

Learns to apply elementary semantics as an aid in recognizing subtle propaganda

Is conscious that the word is not the thing, that facts differ from opinions, inferences, and judgments

Recognizes independently the difference between illustrations used for purposes of explanation and those used to prove or convince

Independently notes and takes into account transitions between sentences, between paragraphs, between groups of paragraphs, and between main divisions of long essays

Learns to make, in short sentences of his own composition, a complete outline of a long essay, with every paragraph represented by a sentence stating its main idea and with the idea of the whole essay stated in a thesis sentence

Learns to grasp meaning conveyed by organization and to understand how paragraphing is related to complexity of idea

Habitually reads critically (interpreting the passage, making appraisal, and drawing conclusions)

Differentiates in his reading between fact and opinion or judgment, rational thought and rationalization, deductive and inductive reasoning

Habitually looks for the assumptions behind an author's statements and makes inferences about the author's reliability or bias *reading comprehension purpose and efficiency*

With increasing independence, determines the author's point of view or purpose and evaluates in terms of it

Systematically uses the book's preface and other sources for evidence of the author's purpose and basic philosophy

Independently identifies his purpose in reading any specific selection

Learns to be a flexible reader, according to his purpose and his material

Learns to read meaning groups even when the grouping is not indicated by punctuation

Practices "key word" reading in material he needs only to skim

Skims for the answer when the answer is not in the words of the question

Skims for reviewing and for browsing

Skims for background

Distinguishes between essential and non-essential ideas

Habitually pauses and ponders passages of author's exposition in literature

Slows his rate as he "carries on a conversation" with the author and writes questions and comments regarding such reading

reading comprehension vocabulary development

Habitually keeps a list of words, and goes over it periodically, marking off words whose meanings he has thoroughly learned

Surmises word meanings from contextual clues

Learns that dictionary definitions are seldom adequate to explain the meanings of frequently used abstract words, that only context can indicate the exact sense in which the author uses his terms

Through instruction in words met in context, continues to learn the meaning of a growing list of roots and affixes

Continues to develop a feeling for and some knowledge of etymology (particularly of words with interesting origins and histories)

Understands that usage, not etymology, determines word meanings

Habitually thinks of synonyms and antonyms in understanding the meanings of new words, yet gains such a feeling for connotation that he understands there are no perfect synonyms

Realizes that most polar terms have meaning only in relation to their opposites

Habitually notes and makes use of key words and phrases which signal significant relationships among ideas, such as another fact, an opposite idea, another time, another place, examples, details in time order, cause-effect, and comparison-contrast

reading comprehension study skills

Continues to use a study-reading technique such as SQ3R

Learns to read and follow complex directions of many steps, each of which has sub-heads and some of which have sub-sub-heads

Uses reference materials of the library with growing facility and skill and assumes the responsibility of looking things up himself

Reads complex maps, charts, and tables with facility, recognizes their value for presenting a summarization, but learns their limitations and is on guard against their tendency to distort

Uses footnotes, cross references, glossary, and appendices

Uses captions, headings, and other typographical aids

Becomes acquainted with aids to book selection, such as reviews and book lists

reading personal values

Improves attitudes and appreciations through reading by gaining a sympathetic understanding of other human beings, by setting up high ideals and standards of conduct, by developing spiritual values, and by responding to aesthetic experiences found in literature

Grows in self-understanding and broadens personal and cultural interests

Grows in power to evaluate critically

Continues to explore and analyze vocational opportunities

Increases in ability to make discriminating choices of reading material for leisure reading, for gaining information, and for forming judgments

Begins to read adult literature

writing

Increases understanding of the relationship between intonation, syntax, and punctuation

Learns which conventions of punctuation are related to neither intonation nor syntax

Continues to develop techniques for improving what he writes, proofreads, uses dictionaries and other books for reference, and revises where need is pointed out to him

composition

Learns to develop a point of view and to select appropriate examples to support his point of view

Becomes able to conceive an idea that is capable of development and to express this idea clearly in a topic sentence or a thesis sentence

Distinguishes between ideas that lend themselves to further development and those that do not

Recognizes when an idea has been adequately developed

Recognizes the relevance or irrelevance of details and examples

Recognizes faulty generalizations

Clarifies ideas by defining key words and by expanding abstractions

Understands the nature of rationalization and of logical fallacies

Understands techniques of persuasion used in advertisements or propaganda

Becomes aware of the difference between a fact, an interpretation of a fact, and an individual opinion

Uses consciously the deductive reasoning process

Distinguishes between assumptions and discussions based upon them

Recognizes a circular argument which assumes or implies whatever it purports to prove

Is aware of assumptions upon which statements depend

Gains experience in developing independent paragraphs by definition, illustrations, examples, comparison, contrast, presentation of facts or data, use of incidents, or a series of incidents, general explication (unfolding what has been implied in the topic sentence), induction, deduction, statement of the simple and then the complex, statement of the complex and reduction of it to its simplest terms, familiar to the unfamiliar, unfamiliar to the familiar, statement of a question and its answer, statement of a problem and its solution, cause to effect, effect to cause, chronology, other time arrangement, space arrangement, climactic arrangement, analogy, progress from unbelievable to believable, explanation of causes, explanation of effects, presentation of what is not, elimination of alternatives, use of quoted material, use of bits of conversation, repetition for emphasis or special effect, logical relationships, paradox, reference to authority, negative statements, refutation, application of a general truth, use of symbolism or figurative language

Gains experience in deriving a thesis question of "how" or "why" from a thesis sentence; in composing a sentence outline, parallel in form, which displays his logical answer to the thesis question; in using deductive reasoning to develop his thesis sentence

Uses his personal taste, his knowledge of a subject, the nature of a subject, and the reader to choose a guiding purpose which will give organic unity to a composition

Asks himself searchingly what he wants to say about his topic, why he wants to say it, and what is his attitude toward it

Arranges the details which support the general thesis in the logical order of climax, of general to specific, of cause to effect, of effect to cause, of familiarity, of utility, of acceptability, of the dominant impression, and of psychological effect

States the basic idea of an essay in a thesis sentence that is restricted, unified, and precise

States a clear purpose for an essay that is concerned with facts rather than with ideas

Shapes a purpose statement by means of illustrative organization (statement, explanation, and example) or by means of analytical organization (organization by division)

Learns to use the closing sentence of one paragraph as a link with the topic sentence which introduces the next paragraph

Habitually uses transition words and phrases

Uses transitional paragraphs to sum up what has been said, to introduce one or more illustrations of points already made, or to foreshadow or state what the writer intends to do next

Expresses and arranges the sentences of a paragraph so that each sentence flows naturally out of the one that precedes it and leads naturally into the one that follows it

Skillfully repeats nouns, or their synonyms, that have been used in preceding sentences

Uses words and phrases that serve definite purposes of demonstrations, addition, order or sequence, illustration, comparison, consequence or conclusion, contrast, repetition, space relation, and time relation

Learns to continue the same subject from sentence to sentence in the same words, in synonyms, or by means of function words

Learns to use some word of the first sentence, perhaps the object, as the subject of the second sentence or at the beginning of the second sentence

Uses parallel structure

Uses transitional connectives to introduce an illustration, to add another phase of the same idea, to point a contrast or a qualification, and to indicate a conclusion or result

Gains experience in composing paraphrases, summaries, synopses, and précis

Reports on a book by an analysis of some specific aspect, by explanation of author's attitudes toward certain characters, or by expounding some part of author's view of life

Learns to bring together scattered information from sources having varied purposes and to synthesize it into a composition whose organization furthers his own specific purpose

Learns when to quote his sources, when to summarize them, and how to indicate clearly those portions of his composition which are "derived" from those which are "original" or result from his synthesis of the derived material

Learns to distinguish between what in his material is "common knowledge" and what is the author's own contribution, conclusion, or personal opinion

Learns the rudiments of footnotes and bibliography

Learns that systems of documentation differ so much that one has to adopt, with the aid of specific instructions, that of the person or publication for which he is writing

Increasingly uses exact words in all his compositions, in the creative those words whose connotations determine his tone or mood and in the factual those words which most efficiently define, illustrate, or explain

language

Becomes aware of language as a code

Understands that each language has its own code

Learns that language is a system of signals

Understands that language is a social phenomenon

Learns that language includes phonology, grammar, and lexicon

Understands that grammar signals meaning independently of lexical content

Learns to define grammar as the devices by which language is organized to communicate meaning

Recognizes that speech carries meaning through stress, pitch, and juncture

Learns that some of the conventions of spoken and written English are different

Considers modern languages as products of historical development

Understands that language change is normal and inevitable

Learns to discriminate carefully among levels of usage

Learns that the test of usage should be appropriateness to the speaker and to the occasion

Recognizes two different kinds of sentences in English: kernel, or basic, sentences and complex sentences which are derived from the kernel sentences by operations called transformations

Increases his knowledge of both common and unusual written representations of vowel and consonant phonemes so that this knowledge may be used automatically

Identifies some usages as inappropriate in standard usage of speech and informal writing

Identifies some usages as inappropriate in the few really formal papers which he writes

Learns how dictionaries are made

Learns that dictionaries are descriptive rather than prescriptive

Habitually refers to introductory sections of dictionaries

Habitually uses a variety of up-to-date dictionaries

Develops careful criteria for selecting dictionaries for his own use

Habitually compares the information found in several up-to-date dictionaries

literature

Learns that the purpose of "great" literature is to enable the reader to "experience" life as the author experiences it

Learns that the author's part in fulfilling that purpose consists of presenting word symbols denoting many carefully selected and ordered imagined facts plus a relatively small number of conclusions and attitudes, and connotating subtle and complex shadings of attitude

Learns that the reader's part is (1) to imagine that the symbolized facts are actual facts, (2) to perceive all denoted facts, understand all denoted conclusions, adopt all denoted attitudes (3) to draw from the facts correct conclusions, (4) to be aware of all clues (author's exposition, word connotations, emphases of selection and ordering) and to be guided by those clues into adopting the attitudes of the author, (5) to create in himself by a synthesis of these conclusions an attitude or "experience" as closely identical with the author's as possible

Learns to perform the reader's part by the guided reading of a sequence of great literature carefully selected to offer a gradual progression from relatively simple and easy to thoroughly complex and difficult reading problems

Learns to follow the story line accurately even when events are alluded to or hinted at rather than presented

Learns to pick up and interpret *all* clues to what happens (where characters are talking, when story omits a period of time, after the last line, when author gives almost no factual details), thus becoming aware of *every* event the author indicates having occurred

Reorders the events of a stream of consciousness narrative into correct chronological sequence

Learns to visualize solely in response to word stimuli

Habitually looks for the conflict within a short story, the outcome of the struggle, the nature of the impact on the characters, the author's theme or thesis, the organic unity of the story

Habitually looks for the central dominating idea of a novel, its pattern of organization, its mood or emotional atmosphere, its style, its elements of lasting value

Habitually looks for the crisis in a drama, the locale of the drama, the action of the characters in the crisis, the outcome of the conflict

Makes the use of textual clues habitual, and thus sees characters as having unique personalities differentiated by subtle shadings and intricately complex combinations of character traits

Learns to adopt, while reading, values, thought patterns, and emotional responses foreign to him and to the general society of which he is a part

Identifies, by the use of clues and of conclusions drawn from fact, the themes of great literature

Generalizes about the author's meaning, ideas, attitudes, and purpose only in response to textual stimuli which he can point to as evidence supporting his generalizations

Seeks to integrate his vicarious reading experiences (syntheses of facts, ideas, attitudes) with these actual experiences in forming his own philosophy of life

Takes this last step only after he has understood a work and tentatively evaluated its worth as a human experience

Responds habitually to word connotations, begins to understand how sound, rhythm, denotation, and connotation contribute to total meaning in poetry

Begins to take symbolism in his stride and even to recognize and search out various levels of symbolism

Habitually understands or interprets figurative language without identifying whether the figure is metaphor or metonomy, simile or synecdoche

Increasingly realizes, by noting the specifically historical and cultural elements, how authors are "products of their age and race"

Learns to see literature as an integral part of its time, region, and culture; and, by relating historical and cultural elements to what he already knows through actual and vicarious experience, recognizes the relation of literature to other fields of study and interest

Enlarges his experiences of listening to and reading poetry (narrative, lyric, ballad, epic, satiric, and some philosophic); stories (folk, myth, epic, realistic, conventional plotted short story, satiric, ironic, allegoric, tragic, comic, stories dealing with social and personal problems); biography and autobiography (narrative, chronological, objective, analytic, related to work or times); essay (factual, informational with examples or details; personal or anecdotal in style; serious development of complex ideas, personal or factual; informal development of opinion in argumentative pattern); novel (character-told, onmiscient author, problem, psychological, philosophical); drama (melodrama or surface, problem, tragedy, comedy, romantic farce); letters and journals; addresses

Areas for Learning Experiences

TENTH GRADE, ENGLISH 3

Appraisal of Learning Needs

Informal "Reading Inventory," in which each student expresses his attitudes toward reading and his personal evaluation of his reading skills

Informal problems in listening, speaking, reading, and writing, from which the teacher will analyze each student's strengths and weaknesses

Analysis of specific elements of each student's oral and written usage which differ from varieties of the prestige dialect

Diagnostic spelling test

Cumulative record study by the teacher of the reading achievement scores, the language achievement scores, the mental maturity scores, the Iowa Test of Educational Development scores, and other pertinent data of selected students

Oral Expression and Composition

(This unit should continue the development of ideas and skills which make oral expression and composition an integral part of the English Language Arts program for the year. Adequate time should be allowed for students to develop confidence and fluency in speaking.)

Points of Emphasis

Discussion — leading, assisting others to speak, involving all, resolving conflict, and controlling the "talker"

Oral interpretation — understanding the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience

Choral reading

Dramatization of plays

Parliamentary procedure

Preparing and delivering a speech — choosing a subject, gathering material, organizing ideas, outlining, and speaking from an outline

Speaking to convince and persuade others

Grammar, the Organization of Language

(Text material will be selected from *Modern Grammar and Composition 2,* Part I, Chapters 1, 2, 3.)

Points of Emphasis

The signals of a sentence

Basic sentence patterns

Basic sentence elements

Form classes

Coordination and subordination

Headwords and modifiers

Form and function

The Most Popular Fiction

(Text material will be selected from *Adventures in Appreciation; Scope, Practical English, Literary Cavalcade;* short stories by such authors as Conrad Aiken, Sherwood Anderson, Robert Benchley, Stephen V. Benét, Ambrose Bierce, Pearl Buck, Willa Cather, Mary E. Chase, Anton Chekhov, Irvin S. Cobb, Stephen Crane, Arthur Conan Doyle, Alexandre Dumas, Walter D. Edmonds, William Faulkner, Edna Ferber, Michael Fessier, Zona Gale, Paul Gallico, John Galsworthy, Hamlin Garland, Edward E. Hale, Bret Harte, Nathaniel Hawthorne, Ernest Hemingway, O. Henry, Paul Horgan, Washington Irving, Henry James, Selma Lagerlöf, Ring Lardner, Sinclair Lewis, Jack London, Percy Mackaye, Howard Maier, Thomas Mann, Guy de Maupassant, Dorothy Parker, Frances G. Patton, Edgar A. Poe, Katherine A. Porter, Saki, William Saroyan, John Steinbeck, Carl Stephenson, Jesse Stuart, James Thurber, Leo Tolstoy, Mark Twain, Henry Van Dyke, Kurt Vonnegut, Jr., Maurice Walsh, Jessamyn West, Oscar Wilde, P. G. Wodehouse, Thomas Wolfe; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Reasons for the popularity of the short story

Characteristic elements of the short story

Types of short stories

Relationship of plot to setting and character development

Recognition of appropriateness of outcomes

Unity in a short story through an underlying truth, a theme, a mood, an impression, or a central point

Identification of personal problems and experiences with those of characters in stories

Written Expression

(Text material will be selected from *Modern Grammar Composition 2,* Part I, Chapters 5, 8, 9, and 10, and the Texas Transparency Development Project Series, English 11, II - 1 through II - 7.)

Points of Emphasis

Differences between the conventions of spoken and written English

Vowel and consonant phonemes and their representation in writing

The relationship between intonation in the spoken language and punctuation in the written language

Punctuation as a signal of the structure of the written language

Conventions or customs of punctuation in the written language

Conventions or customs of capitalization in the written language

Representation of stress in writing

From Mount Olympus

(Text material will be selected from Isaac Asimov, *Words from the Myths;* Sally Benson, *Stories of Gods and Heroes;* Thomas Bulfinch, *Mythology;* Padraic Colum, *Myths of the World;* Olivia Coolidge, *Greek Myths, Legends of the North;* H. R. Davidson, *Gods and Myths of Northern Europe;* Marion French, *Myths and Legends of the Ages;* Charles M. Gayley, *The Classic Myths;* Robert Graves, *Greek Myths;* Helene A. Guerber, *Myths of Greece and Rome, Myths of Northern Lands;* Edith Hamilton, *The Greek Way, The Roman Way;* Max J. Herzberg, *Myths and Their Meaning;* Homer, *The Iliad, The Odyssey;* Peter Lum, *The Stars in Our Heaven; Myths and Folk Tales Around the World;* Margaret Price, *Myths and Enchantment Tales;* Herbert Rose, *Handbook of Greek Mythology;* W. H. D. Rouse, *Gods, Heroes, and Men of Ancient Greece;*

Francis E. Sabin, *Classical Myths That Live Today;* Vergil, *The Aeneid;* Herman Wechsler, *Gods and Goddesses in Art and Legend;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Origin and significance of myths
- Characteristics and responsibilities of gods, goddesses, and heroes
- Allusions to myths in language, literature, art, music, science, and business
- Comparison of principal figures in Greek, Roman, and Norse mythology
- Comparison of figures from mythology with modern legendary or folk heroes
- Comparison of explanation of natural phenomena in myths and legends with modern explanations of such phenomena

Living Drama

(Text material will be selected from *Adventures in Appreciation; Literary Cavalcade;* John L. Balderston, *Berkeley Square;* James M. Barrie, *The Admirable Crichton, Peter Pan, What Every Woman Knows;* Rudolf Besier, *The Barretts of Wimpole Street;* Jerome Chodorov and Joseph Fields, *Junior Miss;* Marc Connelly, *Green Pastures;* Owen Davis, *Icebound, Mr. and Mrs. North;* Zona Gale, *Miss Lula Bett, Neighbors;* Paul Gallico, *The Snow Goose;* John Galsworthy, *Justice, Loyalties, Strife;* John P. Goggan, *Teahouse of the August Moon;* Frances Goodrich and Albert Hackett, *The Diary of Anne Frank;* DuBose Heyward, *Porgy and Bess;* Laurence Housman, *Victoria Regina;* George S. Kaufman, *The Man Who Came to Dinner;* Joseph O. Kesselring, *Arsenic and Old Lace;* Norman Krasna, *Dear Ruth;* Maurice Maeterlinck, *The Blue Bird;* Anne Nichols, *Abie's Irish Rose;* Paul Osborn, *On Borrowed Time;* Terrence M. Rattigan, *The Winslow Boy;* Lynn Riggs, *Green Grow the Lilacs;* Richard Rodgers and Oscar Hammerstein, *Oklahoma, South Pacific;* Edmond Rostand, *Cyrano de Bergerac;* Doré Schary, *Sunrise at Campobello;* William Shakespeare, *As You Like It, Julius Caesar, A Midsummer Night's Dream, Merchant of Venice, Romeo and Juliet, The Taming of the Shrew, The Tempest, Twelfth Night;* John Van Druten, *I Remember Mama;* Sutton Vane, *Outward Bound;* Oscar Wilde, *The Importance of Being Earnest, Lady Windermere's Fan;* Emlyn Williams, *The Corn Is Green;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Drama as a problem in human affairs involving men and women in crisis
- Discovering the dramatist's thesis
- The protagonist and the antagonist
- The time and place of the action
- The time — sequence of the events
- The precipitation of the conflict
- The solution to the conflict
- Basic values of life as reflected in drama
- Life and times of Shakespeare
- Comparison of the Elizabethan theater and the modern theater

Genius of Shakespeare

Famous Shakespearean actors and actresses

Human Interaction Through Communication

(Text material will be selected from *Language in Thought and Action,* Second Edition.)

Points of Emphasis

- The relationships between language, thought, and behavior
- The symbolic process
- The relation between language and reality
- Reports, inferences, and judgments
- The language of social cohesion
- The informative and affective connotations of language
- The process of abstracting

Self-Expression Through the Essay

(Text material will be selected from *Adventures in Appreciation; Scope, Practical English, Literary Cavalcade;* SRA Reading Laboratory; newspapers; essays by Franklin P. Adams, Joseph Addison, Francis Bacon, Charles W. Beebe, Robert C. Benchley, Heywood C. Broun, Rachel L. Carson, Bennett A. Cerf, G. K. Chesterton, Irvin S. Cobb, Alistair Cook, Jacques-Yves Costeau, Elmer H. Davis, Clarence Day, Bernard A. DeVoto, Raymond Ditmars, Clifton Fadiman, E. M. Forster, William H. Hudson, Helen Keller, John F. Kieran, Charles Lamb, Wolfgang Langewiesche, Stephen Leacock, Lin Yutang, Anne M. Lindberg, Edward V. Lucas, H. L. Mencken, Michel de Montaigne, Christopher D. Morley, Donald C. Peattie, Will Rogers, Theodore Roosevelt, Richard Steele, James Thurber, Edward A. Weeks, E. B. White; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual library.)

Points of Emphasis

- Distinctive qualities of the essay
- Historical development of the essay form
- Current popularity of the essay
- Familiar and expository essays
- Human elements revealed through essays

Composition

(Text material will be selected from *Modern Grammar and Composition 2,* Part II, Chapters 4 and 5.)

Points of Emphasis

- Description
- Narration
- Exposition
- Argumentation

TENTH GRADE, ENGLISH 4

Adequate practice in oral expression and composition

Frequent practice in written expression and composition

Continuation of the development of basic understandings concerning characteristics of language, differences between the conventions of spoken and written English, vowel and consonant, phonemes and their representation in writing, the relationship between intonation in the spoken language and punctuation in the written language, sentence patterns, basic sentence elements, form classes, and coordination and subordination

Everyday Life in Long Fiction

(Text material will be selected from one or more of the following novels: Bess S. Aldrich, *A Lantern in Her Hand;* Paul Annixter, *Swiftwater;* Sholem Asch, *East River, Moses, The Nazarene;* Jane Austen, *Emma, Mansfield Park, Northanger Abbey, Persuasion, Pride and Prejudice, Sense and Sensibility;* Margaret C. Barnes, *King's Fool, Mary of Carisbrooke, Tudor Rose;* James Barrie, *Little Minister;* Margaret E. Bell, *Watch for a Tall White Sail;* Edward Bellamy, *Looking Backward;* Richard Blackmore, *Lorna Doone;* Charlotte Brontë, *Jane Eyre;* Emily Brontë, *Wuthering Heights;* Pearl Buck, *The Good Earth;* Edward Bulwer-Lytton, *The Last Days of Pompeii;* Willa Cather, *Death Comes for the Archbishop, My Ántonia, O Pioneers, One of Ours, Shadows on the Rock;* Bruce Catton, *Banners at Shenandoah, Glory Road, Mr. Lincoln's Army, Stillness at Appomattox;* Rebecca Caudill, *Far-Off Land, Tree of Freedom;* Marchette Chute, *Innocent Wayfaring, Wonderful Winter;* Wilkie Collins, *The Moonstone;* Joseph Conrad, *Lord Jim, The Secret Sharer, Typhoon;* James F. Cooper, *The Deerslayer, The Last of the Mohicans, The Pathfinders, The Spy;* Thomas Costain, *The Black Rose, The Moneyman, The Silver Chalice, The Last Love;* Stephen Crane, *The Red Badge of Courage;* A. J. Cronin, *The Citadel, The Green Years, The Keys of the Kingdom, The Northern Light, A Song of Sixpence, A Thing of Beauty;* Daniel Defoe, *Robinson Crusoe;* Mazo De La Roche, *The Jalna Series;* Charles Dickens, *Barnaby Rudge, Bleak House, A Christmas Carol, David Copperfield, Nicholas Nickleby, The Old Curiosity Shop, Oliver Twist, Pickwick Papers, A Tale of Two Cities;* Lloyd C. Douglas, *The Big Fisherman, The Robe;* Arthur Conan Doyle, *Adventures of Sherlock Holmes, The White Company;* Alexandre Dumas, *The Count of Monte Cristo, The Three Musketeers;* Daphne DuMaurier, *The Glass Blowers, My Cousin Rachel, Rebecca;* Walter D. Edmonds, *Drums Along the Mohawk, Rome Haul, Wilderness Clearing;* George Eliot, *Adam Bede, Mill on the Floss, Silas Marner;* Esther Forbes, *Johnny Tremain, Rainbow on the Road;* C. S. Forester, *The African Queen, The Captain from Connecticut, Captain Horatio Hornblower, The Good Shepherd, Mr. Midshipman Hornblower;* John Galsworthy, *The Forsyte Saga;* Rumer Godden, *A Candle for St. Jude, China Court, An Episode of Sparrows, Greengage Summer;* William Golding, *Lord of the Flies, The Inheritors;* Oliver Goldsmith, *Vicar of Wakefield;* Elizabeth Goudge, *The City of Bells, The Dean's Watch, Green Dolphin Street;* Thomas Hardy, *Far from the Madding Crowd, Mayor of Casterbridge, The Return of the Native, Tess of the D'Urbervilles;* Ernest Hemingway, *The Old Man and the Sea;* John Hersey, *A Bell for Adano, A Single Pebble, The Wall;* James Hilton, *Goodbye, Mr. Chips, Lost Horizon, Random Harvest;* Paul Horgan, *A Distant Trumpet;* William H. Hudson, *Green Mansions;* Victor Hugo, *The Hunchback of Notre Dame, Les Miserables;* MacKinlay Kantor, *The Voice of Bugle Ann;* Harold Keith, *Komanticia, Rifles for Watie;* Charles Kingsley, *Westward Ho!* Rudyard Kipling, *Kim, The Light That Failed;* John Knowles, *A Separate Peace;* Joseph Krumgold, *And Now Miguel;* Jean Latham, *Carry On, Mr. Bowditch, This Dear-Bought Land;* Harper Lee, *To Kill a Mockingbird;* Richard Llewellyn, *How Green Was My Valley, Up into the Singing Mountain;* John Masefield, *Bird of Dawning, Jim Davis;* Charles B. Nordhoff and James N. Hall, *The Bounty Trilogy;* Scott O'Dell, *Island of the Blue Dolphins;* Alan Paton, *Cry, The Beloved Country;* Marjorie Rawlings, *Cross Creek, The Yearling;* Erich Remarque, *All Quiet on the Western Front;* Conrad Richter, *The Fields, The Lady, The Light in the Forest, The Sea of Grass, The Town, The Trees;* Kenneth L. Roberts, *Arundel, Captain Caution, Northwest Passage, Rabble in Arms;* Ole Rölvaag, *Giants in the Earth;* Rafael Sabatini, *The Carolinian;* Jack Schaefer, *The Plainsman, Shane;* Walter Scott, *The Heart of Midlothian, Ivanhoe, Kenilworth, Quentin Durward, Rob Roy;* Samuel Shellabarger, *Captain from Castile, The King's Cavalier, The Prince of Foxes;* Henryk Sienkiewicz, *Quo Vadis;* Elizabeth G. Speare, *The Bronze Bow, Calico Captive, The Witch of Blackbird Pond;* John *Steinbeck, The Moon Is Down, The Pearl, The Red Pony;* Robert L. Stevenson, *Black Arrow, Dr. Jekyll and Mr. Hyde, Kidnapped, The Master of Ballentrae, Treasure Island;* Irving Stone, *The Agony and the Ecstasy, Love Is Eternal, The President's Lady;* Jan Struther, *Mrs. Miniver;* Jonathan Swift, *Gulliver's Travels;* William M. Thackeray, *Henry Esmond, Vanity Fair;* Agnes Turnbull, *The Bishop's Mantle, The Gown of Glory, King's Orchard;* Mark Twain, *A Connecticut Yankee in King Arthur's Court, Huckleberry Finn, The Prince and the Pauper, Tom Sawyer;* Lew Wallace, *Ben Hur;* Jessamyn West, *Cress Delahanty, The Friendly Persuasion;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Enduring qualities of great fiction

The novel as a mirror of life and times

Human emotions revealed by characters

Discovering the author's theme

Discovering the author's organization, design, or pattern

Discovering the author's mood or style

Grammar, the Organization of Language

(Text material will be the Texas Transparency Development Project Series, English 11, I - 1 through I - 49.)

Points of Emphasis

Order of adjectives

Verb phrase structure

Tense formula

Question transformation

Negative transformation

Emphatic transformation

- Passive transformation
- *There* transformation
- WH- transformation
- Ellipsis
- Relative transformation

Development and Change in Language

(Text material will be the Texas Transparency Development Project Series, English 11, IV - 1 through IV - 9; III - 1 through III - 10; *American College Dictionary; American English Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

- Language in Europe
- Old English
- American English
- Levels of usage
- Word choice and geography
- Pronunciation and geography
- Major dialect areas of the United States

Grammar, the Organization of Language

(Text material will be selected from *Modern Grammar and Composition 2,* Part I, Chapters 4, 6, and 7.)

Points of Emphasis

- Form of verbals
- Verbal phrases
- Functions of verbals
- Subject-predicate relationship
- Complications of agreement
- Personal pronouns as substitute words
- Subordinators as substitute words
- Reflexive pronouns as substitute words
- Determiners as substitute words
- Complications of usage

Composition

(Text material will be selected from *Modern Grammar and Composition 2,* Part II, Chapter 2.)

Points of Emphasis

- Subordination and coordination

Parallel structure

Balanced sentences

Loose and periodic sentences

The Enjoyment of Poetry

(Text material will be selected from *Adventures in Appreciation; Literary Cavalcade;* the poetry of Maxwell Anderson, W. H. Auden, Rosemary Benét, Stephen V. Benét, Robert Burns, Lord Byron, Bliss Carman, Lewis Carroll, Madison Cawein, Elizabeth Coatsworth, Robert P. Tristram Coffin, Stephen Crane, Countée Cullen, e. e. cummings, Emily Dickinson, Kenneth Fearing, Robert Frost, Kahlil Gibran, W. S. Gilbert, Arthur Guiterman, Roy Helton, A. E. Housman, Richard Hovey, Leigh Hunt, Ethel Jacobson, Rudyard Kipling, Richard Le-Gallienne, James R. Lowell, Ogden Nash, Robert Nathan, Wilfred Owen, Padraic Pearse, Edgar A. Poe, Carl Sandburg, George Santayana, Alan Seeger, Robert Service, Hildegarde Swift, Rabindranath Tagore, Sara Teasdale, Alfred, Lord Tennyson, Francis Thompson, Louis Untermeyer, Mark Van Doren, Walt Whitman, Richard Wilbur; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Poetry, a medium of expression

Devices or tools used by poets — rhythm, rhyme, meter, figures of speech, sounds, images

Inspiration and pleasure from reading poetry

Development of personal tastes and interests

Opportunities for self-expression

Lexicography

(Text material will be selected from *Modern Grammar and Composition 2,* Part II, Chapter 1; *Language in Thought and Action,* Chapter 4; *American College Dictionary; American English Usage; Current American Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

Source of a dictionary's authority

The making of a dictionary

The dictionary as a guide to meaning, to other language skills, and to general knowledge

Sources of the vocabulary of American English

The making of words: compounding, back-formation, shortening, blending; acronyms, words from names

Changing meanings and values of words: generalization, specialization, elevation, degradation, euphemism, hyperbole, metaphor, folk etymology, slang

Composition

(Text material will be selected from *Modern Grammar and Composition 2,* Part II, Chapters 3 and 6.)

Points of Emphasis

Learning to categorize

Studying the organization of some one else's material

Organizing and outlining one's own ideas

Writing a news story

Writing a feature story

Writing an editorial

Writing a column

Character Study Through Biography

(Text material will be selected from *Adventures in Appreciation;* autobiographies and biographies by Roland H. Bainton, Paul Brickhill, Dorothy Canfield, Mary E. Chase, Marchette Chute, Jonathan W. Daniels, Marcia Davenport, Herbert Gambrell, Joseph Gollomb, Francis Hackett, Hildegarde Hawthorne, Will James, Clara Judson, Helen Keller, Joseph Kugelmas, André Maurois, Ralph Moody, Plutarch, Santha Rama Rau, Ann Roos, Carl Sandburg, Lincoln Steffens, Carl Van Doren, Mark Van Doren, Elizabeth G. Vining, Jade Snow Wong, Cecil Woodham-Smith, Stefan Zweig; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual library.)

Points of Emphasis

Nature of biographical writing

Values to be gained from reading biography

Common elements in human experience — past and present

Characteristics essential to successful living

Individual responsibility in a democratic society

Areas for Learning Experiences

ELEVENTH GRADE, ENGLISH 5

Appraisal of Learning Needs

Informal "Reading Inventory," in which each student expresses his attitudes toward reading and his personal evaluation of his reading skills

Informal problems in listening, speaking, reading, and writing, from which the teacher will analyze each student's strengths and weaknesses

Analysis of specific elements of each student's oral and written usage which differ from varieties of the prestige dialect

Diagnostic spelling test

Cumulative record study by the teacher of the reading achievement scores, the language achievement scores, the mental maturity scores, the Iowa Test of Educational Developmental scores, the Cooperative English Test scores, and other pertinent data of selected students

Oral Expression and Composition

(This unit should continue the development of ideas and skills which make oral expression and composition an integral part of the English Language Arts program for the year. Adequate time should be allowed for students to develop confidence and fluency in speaking.)

Points of Emphasis

- Discussion – leading, assisting others to speak, involving all, resolving conflict, and controlling the "talker"
- Oral interpretation – understanding the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience
- Choral speaking
- Dramatization of plays
- Parliamentary procedure
- Preparing and delivering a speech – choosing a subject, gathering material, organizing ideas, outlining, and speaking from an outline
- Speaking to convince and persuade others

Grammar, the Organization of Language

(Text material will be selected from *Modern Grammar and Composition 3,* Part I, Chapters 1, 2, and 3.)

Points of Emphasis

- A brief history of grammar
- The physical characteristics of the sentence
- The basic sentence patterns
- Modifiers
- Coordination
- Subordination
- Apposition
- Form classes

Roots of Freedom

(Text material will be selected from *Adventures in American Literature;* the writings of John Adams, William Bradford, Anne Bradstreet, William Byrd, St. John de Crèvecoeur, Jonathan Edwards, Benjamin Franklin, Philip Freneau, Alexander Hamilton, Patrick Henry, Francis Hopkinson, John Jay, Thomas Jefferson, Sarah K. Knight, James Madison, Cotton Mather, Increase Mather, Richard Mather, Thomas Paine, John Smith, Edward Taylor, George Washington, Roger Williams; Marckwardt's *American English,* Nist's *A Structural History of English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Colonial and Revolutionary background of literature
- Reflection in early American literature of ideas and ideals which prompted the founding of our country
- Types of writing which prevailed during the first two centuries in America
- Great political documents and speeches of the period
- Meaning of freedom and democracy as discussed by writers and orators of the period
- Characteristics of the language of the colonists
- Differences between seventeenth-century and twentieth-century prose
- Indian, French, Spanish, Dutch, and German influences in word borrowings
- The colonial lag in American English

Written Expression

(Text material will be selected from *Modern Grammar and Composition 3,* Part I, Chapter 6.)

Points of Emphasis

- Differences between the conventions of spoken and written English
- Vowel and consonant phonemes and their representation in writing
- The relationship between intonation in the spoken language and punctuation in the written language
- The relationship between syntax and punctuation
- Conventions or customs of punctuation in the written language
- Conventions or customs of capitalization in the written language
- Representation of stress in writing

Literary Pioneers

(Text material will be selected from *Adventures in American Literature;* the writings of William C. Bryant, John C. Calhoun, James F. Cooper, Alexis C. de Tocqueville, Nathaniel Hawthorne, Washington Irving, Herman Melville, Edgar A. Poe, William H. Prescott, Daniel Webster; *Marckwardt's American English,* Nist's *A Structural History of English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Changes in America which led to the demand for a native literature
- Basic differences between the writings of the early nineteenth century and those of earlier times
- Themes and qualities of literature which are associated with the term "romantic"
- Literary forms which are characteristically American
- The development of the characteristics of functional change, compounding, back formation, and word blending in American English

Dialects

(Text material will be selected from *Dialects USA; American College Dictionary; American English Usage; Current American Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

- Dialect differences and their causes
- Linguistic geography in the U. S. A.
- Forces underlying dialect distribution in the U. S. A.
- The main dialect areas of the U. S. A.
- The influence of foreign language settlements
- Dialect in literature

Composition

(Text material will be selected from *Modern Grammar and Composition 3,* Part II, Chapter 1; and *Language in Thought and Action,* Second Edition.)

Points of Emphasis

- Defining terms
- Providing supporting evidence
- Qualifying generalizations
- Solving problems
- Recognizing fallacies
- Emotional appeals
- Levels of abstraction
- Two-valued orientation versus multi-valued orientation

Romantic Spirit in Poetry

(Text material will be selected from *Adventures in American Literature;* the writings of Stephen C. Foster, Paul H. Hayne, Oliver W. Holmes, Sidney Lanier, Henry W. Longfellow, James R. Lowell, John H. Payne, James W. Riley, Henry Timrod, John G. Whittier; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Patterns of romantic poetry
- The "genteel tradition" of New England in literature
- The European influence on American writers
- The effect of war on the literary promise of the South

Problems of Usage

(Text material will be selected from *Modern Grammar and Composition 3,* Part I, Chapter 4; *American College Dictionary; American English Usage; Current*

American Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary; and *Webster's Third New International Dictionary.*)

Points of Emphasis

- Choices of language forms, related to social conventions and to social distinctions
- Differences between the conventions of spoken and written English
- Cultural levels and functional varieties of English
- Verb usage
- Pronoun usage
- Adjective — adverb usage
- Subject — verb agreement

Relating Grammar and Composition

(Text material will be selected from *Modern Grammar and Composition 3,* Part I, Chapter 5.)

Points of Emphasis

- Relating knowledge of the structure of English to the problems of writing
- Absolute and introductory structures in sentences
- Loose and periodic sentences
- Unity and coherence in the paragraph
- Word power

Democratic Vistas

(Text material will be selected from *Adventures in American Literature;* the writings of Amos B. Alcott, John J. Audubon, Richard H. Dana, Ralph W. Emerson, Robert E. Lee, Abraham Lincoln, Francis Parkman, Elizabeth Peabody, Sophia Peabody, Sarah E. Royce, Henry D. Thoreau, Mark Twain, Stanley Vestal, Daniel Webster, Walt Whitman; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Growth of democracy accompanying the advancing frontiers
- Aspects of national life and writings which encouraged the growth of democratic ideals and practices
- Frontier influences
- Evidences of democratic aspirations in public affairs and in individual ideals
- Subjects and themes used by writers which reflect changes in thought and action
- The voice of the common people in literature
- Ideals of America's great leaders of democracy which are evident in thought and life today
- Contributions of such magazines as *American Mercury, Southern Review,* and *Kenyon Review*

ELEVENTH GRADE, ENGLISH 6

Adequate practice in oral expression and composition

Frequent practice in written expression and composition

Continuation of the development of basic understandings concerning characteristics of language, vowel and consonant phonemes and their representation in writing, the relationship between intonation in the spoken language and punctuation in the written language, sentence patterns, basic sentence elements, form classes, coordination and subordination, and transformation.

Close-up of Great Americans

(Text materials will be selected from *Adventures in American Literature;* biographies by John E. Bakeless, Ray S. Baker, John Beaty, Laura Benét, Catherine D. Bowen, Claude Bowers, Van Wyck Brooks, Henry S. Canby, Alice C. Desmond, Babette Deutsch, Esther Forbes, Douglas S. Freeman, Thomas F. Galt, Alden Hatch, Hildegarde Hawthorne, Joseph A. Kugelmass, Gladys Malvern, William H. Meadowcroft, Charles F. Oursler, Catherine O. Peare, Carl Sandburg, Helen E. Waite, Janet Whitney, Laura Wood, Elizabeth Yates; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Biographies of early American patriots and pioneers
- Values to modern America in the experiences of citizens of the past
- Personal qualities of leading Americans which have contributed to their success
- Inspiration and high ideals evidenced in the lives of our nation's leaders
- Biography as a mirror of social, scientific, political, and cultural development
- Contributions to American culture by leaders in thought and action (in the professions, in industry, in government, among women, and in minority groups)
- Evaluation of the qualifications of biographers
- Important collective biographies as reference tools

American Mosaic

(Text materials will be selected from *Adventures in American Literature;* the writings of James C. Bowman, George W. Cable, Carl L. Carmer, Charles E. Craddock, J. Frank Dobie, Edward Eggleston, Mary E. Freeman, Hamlin Garland, Joel C. Harris, Bret Harte, O. Henry, Burl Ives, Helen H. Jackson, Marquis James, Sarah O. Jewett, Richard M. Johnston, Grace E. King, John A. Lomax, Jack London, Augustus B. Longstreet, Thomas N. Page, Marjorie Rawlings, Ole Rölvaag, Booth Tarkington, Maurice Thompson; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Diverse cultures which have contributed to America
- Influences and elements which unify diverse America
- Oral literature of America
- Nature writers describing physical characteristics of various sections

Stereotypes in life and literature

Distinctive contributions of different sections to the pattern of American life

Characteristics of various regions represented in American literature

Types of writing best suited to the presentation of sectional differences

Literary picture of America at work

Humorous literature

Significant awards for various types of writing

Précis Writing

(Text material will be selected from *Modern Grammar and Composition 3,* Part II, Chapter 2.)

Points of Emphasis

The process of précis writing

Pitfalls in précis writing

Specific activities in précis writing

Applications of the process of précis writing

Acknowledging original sources

Modern Writers of Fiction

(Text material will be selected from *Adventures in American Literature; Literary Cavalcade;* short stories by such authors as Stephen V. Benét, Ray Bradbury, Maureen Daly, William Faulkner, Jack Finney, Ernest Hemingway, Bill Mauldin, Conrad Richter, John Steinbeck, Jesse Stuart, James Thurber, Jessamyn West; Paul Annixter, *Swiftwater;* Pearl Buck, *The Good Earth, The Living Reed;* Willa Cather, *Death Comes for the Archbishop, My Ántonia, O Pioneers, One of Ours, Shadows on the Rock;* Stephen Crane, *Red Badge of Courage;* Edna Ferber, *Cimarron, Giant, Ice Palace, Show Boat, So Big;* Vardis Fisher, *Tale of Valor;* Esther Forbes, *Johnny Tremain;* A. B. Guthrie, *Big Sky, The Way West;* Ernest Hemingway, *The Old Man and the Sea;* William D. Howells, *The Rise of Silas Lapham;* Tom Lea, *Brave Bulls, The Hands of Cantu;* Sinclair Lewis, *Arrowsmith, Babbitt, Main Street;* John Marquand, *Point of No Return, Sincerely, Willis Wayde, So Little Time;* James A. Michener, *Bridges at Toko-Ri, Hawaii, The Source;* Margaret Mitchell, *Gone With the Wind;* Christopher Morley, *Parnassus on Wheels;* Conrad Richter, *The Fields, The Lady, The Light in the Forest, The Sea of Grass, The Town, The Trees;* Upton Sinclair, *The Jungle;* John Steinbeck, *The Moon Is Down, The Pearl, The Red Pony;* Jessamyn West, *Cress Delahanty, The Friendly Persuasion;* Edith Wharton, *Age of Innocence, Ethan Frome, House of Mirth;* Thornton Wilder, *The Bridge of San Luis Rey, Ides of March;* Herman Wouk, *The Caine Mutiny, City Boy;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Changes in American life reflected in the fiction of the twentieth century

Distinctive differences and similarities of the contemporary short story and novel

Realism and romance in the two types of writing

Outstanding writers and special contributions of each

Basic themes and primary types in works of various authors

Creative Writing

(Text material will be selected from *Modern Grammar and Composition 3,* Part II, Chapter 4.)

Points of Emphasis

The elements of place, choice, and persons in fiction

Conversation

Action

Conflict

Rhythmic effects

Imaginative effects

Thought Trends

(Text material will be selected from *Adventures in American Literature; Literary Cavalcade;* SRA Laboratory; essays by Robert Benchley, Louis Bromfield, John M. Brown, John Burroughs, Douglas Bush, Hodding Carter, Bennett Cerf, James S. Childers, Irving S. Cobb, James B. Conant, Norman Cousins, Samuel M. Crothers, Bernard A. DeVoto, Finley P. Dunne, Albert Einstein, John Erskine, Clifton Fadiman, Alfred U. Griswold, Shirley Jackson William James, Jean Kerr, Joseph W. Krutch, David E. Lilienthal, Walter Lippmann, Edward V. Lucas, Hamilton W. Mabie, Betty H. MacDonald, Henry L. Mencken, Christopher Morley, John Muir, George J. Nathan, Harry A. Overstreet, Dorothy Parker, William L. Phelps, Ernest T. Pyle, Agnes Repplier, Knute Rockne, Will Rogers, Theodore Roosevelt, Albert Schweitzer, James V. Sheean, Logan P. Smith, Frank Sullivan, James Thurber, Mary G. Webb, Dixon Wecter, Edward A. Weeks, E. B. White, William A. White; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Growing importance of history and essay

Conspicuous swings in national spirit

Changes in trend of thinking

Influences affecting reading tastes and habits

Ideals and modern social concepts evident in serious writing

Qualities of character and personal leadership in times of crisis

Importance of mass modes of communication in perpetuating American ideals

The Research Process

(Text material will be selected from *Modern Grammar and Composition* 3, Part II, Chapters 3 and 5.)

Points of Emphasis

Importance of the research process in life

Evaluating sources of authority

- Library material
- Limiting a topic
- Gathering material
- Organizing and writing a brief report
- Revising and rewriting

New Voices in Poetry

(Text material will be selected from *Adventures in American Literature; Literary Cavalcade;* poems by Franklin P. Adams, Dorothy Aldis, Richard Armour, Stephen V. Benét, William R. Benét, Anna H. Branch, Gwendolyn Brooks, Sterling A. Brown, John Ciardi, Emily Dickinson, George Dillon, Hilda Doolittle, John Drinkwater, Eugene Field, John G. Fletcher, Robert Frost, Louis Ginsberg, Arthur Guiterman, Alice C. Henderson, Langston Hughes, Robinson Jeffers, James W. Johnson, Elias Lieberman, Vachel Lindsay, Amy Lowell, Robert Lowell, Phyllis McGinley, Archibald MacLeish, Edwin Markham, Don Marquis, Edgar L. Masters, Theodore Maynard, Edna St. Vincent Millay, Joaquin Miller, Harriet Monroe, William V. Moody, Marianne Moore, Ogden Nash, Ezra Pound, John C. Ransom, Edward A. Robinson, Carl Sandburg, Alan Seeger, Karl Shapiro, John B. Tabb, Allen Tate, Sara Teasdale, Eunice S. Tietjens, Mark Van Doren, Richard Wilbur, Elinor Wylie; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Forerunners of the striking revolution in poetry following the turn of the century
- Principal differences between traditional patterns and the new forms of the twentieth century
- Realistic and romantic qualities in contemporary verse
- Leading writers of the new poetry and distinctive qualities of each
- Influences of the new poetry

Lexicography

(Text material will be selected from *American College Dictionary; American English Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

- The beginnings of English dictionaries
- The development of dictionaries in America
- Sources of authority of dictionaries
- Kinds of dictionaries
- Entries
- Orthography
- Pronunciation
- Form classes
- Etymology

Definitions

Usage labels

Synonyms

Encyclopedic information

Contemporary Drama

(Text material will be selected from *Adventures in American Literature; Literary Cavalcade;* the plays of Maxwell Anderson, Norman Corwin, Moss Hart, Alan J. Lerner, Thornton Wilder; Archibald MacLeish, *J. B.;* Arthur Miller, *The Crucible;* Eugene O'Neill, *Ah, Wilderness, Anna Christie, Beyond the Horizon, Emperor Jones, Where the Cross Is Made;* Robert Sherwood, *Abe Lincoln in Illinois, The Petrified Forest, There Shall Be No Night;* Tennessee Williams, *Glass Menagerie;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Changes in purpose and style of dramatic writing

Influences responsible for these changes

Drama as a reflection of contemporary life

Influences of the Little Theater Movement

Rise of the one-act play

Development of the radio play

Development of the television play

Chief figures in twentieth-century drama

Areas for Learning Experiences

TWELFTH GRADE, ENGLISH 7

Appraisal of Learning Needs

Informal "Reading Inventory," in which each student expresses his attitudes toward reading and his personal evaluation of his reading skills

Informal problems in listening, speaking, reading, and writing, from which the teacher will analyze each student's strengths and weaknesses

Analysis of specific elements of each student's oral and written usage which differ from varieties of the prestige dialect

Diagnostic spelling test

Cumulative record study by the teacher of the reading achievement scores, the language achievement scores, the mental maturity scores, the Iowa Test of Educational Development scores, the Cooperative English Test scores, and other pertinent data of selected students

Oral Expression and Composition

(This unit should continue the development of ideas and skills which make oral expression and composition an integral part of the English Language Arts program for the year. Adequate time should be allowed for students to develop confidence and fluency in speaking.)

Points of Emphasis

Discussion – leading, assisting others to speak, involving all, resolving conflict, and controlling the "talker"

Oral interpretation – understanding of the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to an audience

Choral reading

Dramatization of plays

Parliamentary procedure

Preparing and delivering a speech – choosing a subject, gathering material, organizing ideas, outlining, and speaking from an outline

Speaking to convince and persuade others

Grammar, the Organization of Language

(Text material will be selected from *Resources for Modern Grammar and Composition 4,* Part II, A, B, C; *American College Dictionary; American English Usage; Current American Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

The sounds of English

The forms of English

The syntax of English

Background of English Language and Literature

(Text material will be selected from *Adventures in English Literature;* the writings of King Alfred, Bede, Caedmon, Cynewulf; *Beowulf; "The Seafarer";* history of English in *Webster's New International Dictionary,* Second Edition, *Standard College Dictionary, Webster's New World Dictionary;* Baugh's *A History of the English Language,* Nist's *A Structural History of English,* Pyles' *The Origins and Development of the English Language,* Robertson and Cassidy's *The Development of Modern English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

The languages in England before English

Some characteristics of Old English

The dialects of Old English

Foreign influences on Old English

Comparison of the Anglo-Saxon usage of the kenning and alliteration with modern figures of speech

Beowulf as a reflection of the ideas of the people and the customs of the era

King Alfred, the father of English prose

Written Expression

(Text material will be selected from *Resources for Modern Grammar and Composition 4,* Part III; *American College Dictionary; American English Usage; Current American Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

Differences between the conventions of spoken and written English

Vowel and consonant phonemes and their representation in writing

The relationship between intonation in the spoken language and punctuation in the written language

The relationship between syntax and punctuation

Conventions of punctuation in the written language

Conventions of capitalization in the written language

Representation of stress in writing

Problems of usage related to verbs, pronouns, adjectives, and adverbs

Middle English, Period of Change

(Text material will be selected from *Adventures in English Literature;* the writings of William Caxton, William Langland, Thomas Malory, John Wyclif; English and Scottish ballads; *Everyman; Sir Gawain and the Green Knight;* Geoffrey Chaucer, "The Canon's Yeoman's Tale," "The Clerk's Tale," "The Knight's Tale," "The Man of Law's Tale," "The Pardoner's Tale," "The Prioress' Tale," "The Squire's Tale," "The Wife of Bath's Tale," history of English in *Webster's New International Dictionary,* Second Edition, *Standard College Dictionary, Webster's New World Dictionary;* Baugh's *History of the English Language,* Nist's *A Structural History of English,* Pyles' *The Origin and Development of the English Language,* Robertson and Cassidy's *The Development of Modern English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

The effect of the Norman Conquest on English

The re-establishment of English after the Norman Conquest

Some changes in English – sound changes, the decay of inflectional endings, and the loss of grammatical gender

The Middle English dialects

The rise of London English as Standard English

The importance of oral literature in the lives of the people

Development of the Arthurian legends

Translations of the English Bible

Miracle, mystery, and morality plays

Chaucer and the *Canterbury Tales*

Written Composition

(Text material will be selected from *Resources for Modern Grammar and Composition 4*, Part I, B.)

Points of Emphasis

- Variety in word choice
- Levels of generalization
- Tone through connotations
- Figurative language
- Conventions of sentence structure: sentence fragments, run-on sentences, comma fault
- Effective use of modification, subordination, impersonal constructions, and balanced constructions
- Effective paragraphs

The Renaissance: Revival of Classical Influence

(Text material will be selected from *Adventures in English Literature;* the writings of Francis Bacon, Thomas Carew, Richard Crashaw, John Donne, George Herbert, Robert Herrick, Ben Jonson, John Locke, Richard Lovelace, John Lyly, Christopher Marlowe, Thomas More, Walter Raleigh, Philip Sidney, Edmund Spenser, John Suckling, Izaak Walton, George Wither; William Shakespeare, *Antony and Cleopatra, As You Like It, Hamlet, Henry IV, Henry V, Julius Caesar, King Lear, Macbeth, Merchant of Venice, Midsummer Night's Dream, Much Ado About Nothing, Richard III, Romeo and Juliet, Sonnets, The Taming of the Shrew, The Tempest, Twelfth Night;* history of English in *Webster's New International Dictionary*, Second Edition, *Standard College Dictionary, Webster's New World Dictionary;* Baugh's *History of the English Language,* Nist's *A Structural History of English,* Pyles' *The Origins and Development of the English Language,* Robertson and Cassidy's *The Development of Modern English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- The wide conscious interest in the English language
- The Great Vowel Shift
- The establishment of a standard literary language
- Unsettled features of English
- Influence of the printing press and of spelling reformers
- The contributions to prose, poetry, and drama of Shakespeare's predecessors and contemporaries
- William Shakespeare, one of the world's great poets and playwrights
- Lyrics and prose in the early seventeenth century
- Translations of the English Bible

Puritanism and the Restoration

(Text material will be selected from *Adventures in English Literature;* the writings of John Bunyan, John Dryden, John Milton, Samuel Pepys; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Puritanism as a religious, moral, and political force
- Protests for the rights of men in Milton's prose
- Moral reawakening as evidenced in *Paradise Lost* and *Pilgrim's Progress*
- Milton's poetry
- New types of prose, written by John Dryden and Samuel Pepys

TWELFTH GRADE, ENGLISH 8

Adequate practice in oral expression and composition

Frequent practice in written expression and composition

Continuation of the development of basic understandings concerning characteristics of language, historical changes in English, vowel and consonant phonemes and their representation in writing, the relationship between intonation in the spoken language and punctuation in the written language, sentence patterns, basic sentence elements, form classes, coordination and subordination, and transformations

Written Composition

(Text material will be selected from *Resources for Modern Grammar and Composition 4,* Part I, A, C.)

Points of Emphasis

- The writing process
- Content
- Form
- Tools
- Description
- Narration
- Exposition
- Argumentation
- Précis
- Research paper

Reign of Form

(Text material will be selected from *Adventures in English Literature;* the writings of Joseph Addison, William Blake, James Boswell, Edmund Burke, Robert Burns, William Collins, William Cowper, Edward Gibbon, Oliver Goldsmith, Thomas Gray, Samuel Johnson, William Pitt, Alexander Pope, Richard B. Sheridan, Richard Steele, Jonathan Swift; history of English in *Webster's New International Dictionary,* Second Edition, *Standard College Dictionary, Webster's New World Dictionary,* Baugh's *A History of the English Language,* Nist's *A Structural History of English,* Pyles' *The Origins and Development of the English Language,* Robertson and Cassidy's *The Development of Modern English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- Attempts to reduce the English language to rules and to set up a standard for correct usage
- Attempts to remove supposed defects from the English language and to introduce certain improvements into it
- Attempts to fix it permanently in the desired form
- Politics and satire
- Coffee houses and clubs
- Rise of English journalism
- The essay
- English writers and the American colonies
- Laughing comedy
- Contrast between the heroic couplet and the beginnings of romanticism in poetry

Individualism in Thought and Expression

(Text material will be selected from *Adventures in English Literature;* the writings of Jane Austen, Lord Byron, Samuel T. Coleridge, Thomas DeQuincey, William Hazlitt, Thomas Hood, John Keats, Charles Lamb, Walter S. Landor, Walter Scott, Percy B. Shelley, Robert Southey, William Wordsworth; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

- The influence of political and social problems upon British thought
- New attitudes toward the common man
- Meaning of romanticism
- New treatments of nature
- Use of medieval material
- Lyric high-water mark
- The familiar essay
- New types of fiction

The Victorian Age

(Text material will be selected from *Adventures in English Literature;* the writings of Matthew Arnold, Richard Blackmore, Charlotte Brontë, Emily Brontë, Elizabeth Browning, Robert Browning, Thomas Carlyle, Arthur H. Clough, Charles Dickens, Benjamin Disraeli, George Eliot, Edward Fitzgerald, William S. Gilbert, Thomas Hardy, William E. Henley, Gerard M. Hopkins, W. H. Hudson. Thomas H. Huxley, Henry James, Charles Kingsley, Rudyard Kipling, Thomas B. Macaulay, George Meredith, William Morris, John H. Newman, Charles Reade, Christina Rossetti, Dante G. Rossetti, John Ruskin, Robert L. Stevenson, Algernon C. Swinburne, Alfred Tennyson, William M. Thackeray, Anthony Trollope; history of English in *Webster's New International Dictionary,* Second Edition, *Standard College Dictionary, Webster's New World Dictionary,* Baugh's *A History of the English Language,* Nist's *A Structural History of English,* Pyles' *The Origins and Development of the English Language,* Robertson and Cassidy's *The Development of Modern English;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

The influence of democratic processes and of improved transportation and communication upon nineteenth-century English

Increased significance of the forms of English spoken in the United States and in the colonies

Influence of science, technology, and other intellectual pursuits upon vocabulary

The Oxford English Dictionary

Development of verb-adverb combinations

Changes in usage

Significance of the Victorian novelists in the development of the British novel

The reflection of the economic, social, and intellectual interests of the period in novels

The reflection of the economic, social, and intellectual interests of the period in essays and histories

Poetry of the Brownings and Tennyson

The Pre-Raphaelite Brotherhood

Unto This Present

(Text material will be taken from *Adventures in English Literature,* the writings of W. H. Auden, James M. Barrie, Max Beerbohm, Hilaire Belloc, Arnold Bennett, Rudolf Besier, Elizabeth Bowen, Robert S. Bridges, Rupert Brooke, John Buchan, G. K. Chesterton, Winston Churchill, Marchette Chute, Joseph Conrad, Noel Coward, A. J. Cronin, Roald Dahl, William Davies, Walter De La Mare, John Drinkwater, Edward Dunsany, T. S. Eliot, C. S. Forester, E. M. Forster, Christopher Fry, John Galsworthy, W. W. Gibson, Nadine Gordimer, Edmund Gosse, Robert Graves, Philip Guedalla, Gilbert Highet, James Hilton, A. E. Housman, Laurence Housman, Aldous Huxley, W. W. Jacobs, Eric Knight, Stephen Leacock, E. V. Lucas, Rose Macaulay, Katherine Mansfield, John Masefield, Somerset Maugham, Alice Meynell, A. A. Milne, Alfred Noyes, Frank O'Connor, Seán O'Faoláin, George Orwell, J. B. Priestley, Arthur Quiller-Couch, Siegfried Sassoon, George B. Shaw, Edith Sitwell, Stephen Spender, James Stephens, Lytton Strachey, Jan Struther, John M. Synge, Dylan Thomas, Francis Thompson, Henry M. Tomlinson, Hugh Walpole, H. G. Wells, Oscar Wilde, Virginia Woolf, William B. Yeats; the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Effects of World Wars on British life as reflected in its literature

Outstanding dramatists

Comparison of British and American short stories

The Celtic Revival

Lyric and narrative poetry

Development of the novel
Nobel Prize winners
Permanent themes of English literature

Areas for Learning Experiences

ADVANCED PLACEMENT, ENGLISH 9

Composition

(Text material will be selected from college rhetorics which are up-to-date in their language scholarship; *American College Dictionary; American English Usage; Current American Usage; A Dictionary of Contemporary American Usage; Language in Thought and Action; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*) Students will write a weekly expository or critical essay of 500 words or less whose content will be related to the analysis of literature.

Points of Emphasis

Development of a point of view with appropriate examples to support it

Levels of abstraction

The nature of logical fallacies

Inductive and deductive reasoning processes

Awareness of assumptions upon which statements depend

The differences between a fact and an interpretation of a fact

The difference between a fact and an opinion

The use of a restricted, unified, precise thesis sentence

Arrangement of the details which support the general thesis in the logical order of climax, of general to specific, of cause to effect, of effect to cause, of familiarity, of utility, of acceptability, of the dominant impression, and of psychological effect

Use of the closing sentence of one paragraph as a link with the topic sentence which introduces the next paragraph

The use of transitional paragraphs to sum up what has been said, to introduce one or more illustrations of points already made, or to foreshadow or state what will follow

The use of words and phrases that serve definite purposes of demonstration, addition, order or sequence, illustration, comparison, consequence or conclusion, contrast, repetition, space relation, and time relation

Rhetorical devices

The connotative value of words, phrases, and figures of speech

Essay

(Text material will be selected from the essays of Joseph Addison, Matthew Arnold, E. M. Forster, Charles Lamb, H. L. Mencken, Richard Steele, Lytton

Strachey, E. B. White, Virginia Woolf; Caroline Shrodes and others, *Reading for Rhetoric;* and the school library.)

Points of Emphasis

Close analysis of personal, expository, and critical essays

Patterns of structure of essays

Rhetorical devices

The connotative value of words, phrases, and figures of speech

Critical reading to reflect and to weigh

Creative reading to draw conclusions, to see relationships, and to make inferences

Evaluation of the printed word and its source as to worth and authenticity

Drama

(One play will be chosen from each of these three groups: tragedy — Sophocles, *Oedipus Rex, Antigone;* William Shakespeare, *Othello, Hamlet, Macbeth;* comedy — William Shakespeare, *As You Like It, A Midsummer Night's Dream, Much Ado About Nothing;* Richard B. Sheridan, *The School for Scandal;* Oliver Goldsmith, *She Stoops to Conquer;* Oscar Wilde, *The Importance of Being Earnest;* George B. Shaw, *Androcles and the Lion, Arms and the Man, Candida;* other — William Shakespeare, *Henry IV Part I, The Tempest;* George B. Shaw, *The Devil's Disciple, Saint Joan;* Henrik Ibsen, *An Enemy of the People.*)

Points of Emphasis

Close analysis of three plays

Drama as a problem in human affairs involving men and women in crisis

Discovering the dramatist's thesis

The protagonist and the antagonist

The precipitation and the solution of the conflict

Techniques of characterization

Relationships between form and content

The precision with which a literary work expresses ideas, suggests specific attitudes, and evokes particular emotional responses

ADVANCED PLACEMENT, ENGLISH 10

Poetry

(Text material will be selected from the lyric and narrative poetry of Geoffrey Chaucer, Samuel T. Coleridge, Robert Frost, Thomas Hardy, A. E. Housman, John Keats, John Milton, John C. Ransom; Laurence Perrine, *Sound and Sense;* and the school library.)

Points of Emphasis

Close analysis of narrative and lyric poetry

Relationship between form and content

The precision with which a literary work expresses ideas, suggests specific attitudes, and evokes particular emotional responses

Understanding of how sound, rhythm, denotation, and connotation contribute to total meaning in poetry

Levels of symbolism

Poetry as a mirror of individual writers and the periods they represent

Significant themes of American and British poetry

Short Story

(Text material will be selected from the short stories of Ambrose Bierce, William Faulkner, Nathaniel Hawthorne, Ernest Hemingway, Katherine Porter, John Steinbeck, Eudora Welty; Laurence Perrine, *Story and Structure;* the school library.)

Points of Emphasis

Close analysis of modern short stories

The relationship between form and content

The precision with which a literary work expresses ideas, suggests specific attitudes, and evokes particular emotional responses

Characteristic elements of the short story

Basic themes and primary types in the work of each author

Symbolism

Novel

(Text material will be selected from Jane Austen, *Pride and Prejudice;* Joseph Conrad, *The Heart of Darkness, The Nigger of the Narcissus, Victory;* Charles Dickens, *Hard Times;* Henry Fielding, *Joseph Andrews;* Thomas Hardy, *The Mayor of Casterbridge;* Nathaniel Hawthorne, *The Scarlet Letter;* Jonathan Swift, *Gulliver's Travels;* and Mark Twain, *Huckleberry Finn.*)

Points of Emphasis

Close analysis of one or more novels

Techniques of characterization

The relationship between form and content

The precision with which a literary work expresses ideas, suggests specific attitudes, and evokes particular emotional responses

Enduring qualities of great fiction

The novel as a mirror of life and times

Discovering the author's theme and design

ELEVENTH OR TWELFTH GRADE, BUSINESS ENGLISH (ENGLISH 6b)

Scope

Business English is a one semester course planned especially for pupils who expect to enter the business world upon graduation from high school.

The course places particular emphasis on meeting the individual's immediate and future needs: effective speaking and writing techniques relating to accepted business procedures; requirements, responsibilities, and privileges of youthful employees; realistic self-appraisal regarding personal abilities and interests; vocational trends and opportunities; understanding of lexicography; and extension of reading interests in twentieth-century American fiction and drama.

The activities of the class consist of thinking, discovering, listening, speaking, reading, writing, viewing, dramatizing, composing, comparing and contrasting, organizing and expressing ideas and feelings in a variety of forms. To provide live experiences that will enable the individual to develop self-confidence and poise toward entering an adult culture is the ultimate purpose of the course.

Expected Outcomes

Through learning experiences in Business English, the student

listening and observing

- Increases in ability to listen purposefully and attentively with discrimination and courtesy
- Becomes increasingly aware of the significance of pitch, stress, and juncture in communication
- Seeks opportunities to listen to specific forms and patterns of utterances which are currently a part of prestige dialects (in informal and formal situations) and which he would like to add to his own repertory of readily available choices for his personal speech and writing
- Develops a sense of the power of words to influence people
- Weighs the verbal evidence of what he hears
- Learns to separate fact from opinion as he listens
- Cultivates the habit of remembering key ideas and drawing conclusions
- Listens to enjoy, to become informed, to appreciate, and to follow directions
- Evidences increasing discrimination in selecting motion pictures, radio programs, and television shows for information and for entertainment
- Displays greater understanding of people: how they act, why they act as they do
- Evinces progress in making personal adjustments and in developing social and economic competence
- Becomes more observant of successful methods in obtaining the desired results
- Develops more tolerant attitude toward different points of view
- Acquires more mature techniques of self-evaluation
- Recognizes the relationship of language power and good grooming to personality development
- Realizes the importance of courtesy and honesty in business relationships
- Improves ability to solve simple business problems

Understands the effectiveness of the "you" point of view in all business contacts

Gains an understanding of primary business ethics

speaking

Develops the habit of realistic self-appraisal in oral expression

Expresses personal opinions clearly

Acquires skill in speech for social occasions

Practices using specific forms and patterns of utterances which are currently a part of prestige dialects (in informal or formal situations) and which he would like to add to his own repertory of readily available choices for his personal speech

Observes good oral techniques before the group: posture, gesture, facial expression, movement, volume, rate, tone quality, distinctness, and audience contact

Gains poise and self-confidence in speaking before a group and in presiding according to standards of parliamentary usage

Habitually and unconsciously sees words and punctuation ahead, so that he interprets naturally

Increases ability to talk from an outline and notes

Participates in and contributes to group discussions

reading

Is skillful in attacking complicated unfamiliar words

Automatically uses such structural elements as compound words, prefixes, suffixes, and Latin and Greek roots in word attack procedure after having first tried context and word form clues

Independently and habitually recognizes the difference between memorizing or verbalizing and grasping concepts

Recognizes author's purpose, tone, and mood

Recognizes the author's pattern: main ideas and details which support main ideas

Reads critically to reflect and weigh

Reads creatively to visualize people and places, to draw conclusions, to see relationships, and to make inferences

Recognizes cause and effect

Learns to apply elementary semantics as an aid in recognizing subtle propaganda

Habitually reads critically (interpreting the passage, making appraisal, and drawing conclusions)

Differentiates in his reading between fact and opinion or judgment, rational thought and rationalization, deductive and inductive reasoning

Independently identifies his purpose in reading any specific selection

Learns to be a flexible reader, according to his purpose and his material

Habitually keeps a list of words, and goes over it periodically, marking off words whose meanings he has thoroughly learned

Learns that dictionary definitions are seldom adequate to explain the meanings of frequently used abstract words, that only context can indicate the exact sense in which the author uses his terms

Continues to develop a feeling for and some knowledge of etymology

Understands that usage, not etymology, determines word meanings

Continues to use a study-reading technique such as SQ3R

Uses reference materials of the library with growing facility and skill and assumes the responsibility of looking things up himself

Improves attitudes and appreciations through reading by gaining a sympathetic understanding of other human beings, by setting up high ideals and standards of conduct, by developing spiritual values, and by responding to aesthetic experiences found in literature

Continues to explore and analyze vocational opportunities

Increases in ability to make discriminating choices of reading material for leisure reading, for gaining information, and for forming judgments

Begins to read adult literature

writing

Increases his knowledge of both common and unusual written representations of vowel and consonant phonemes so that this knowledge may be used automatically

Increases understanding of the relationships between intonation, syntax, and punctuation

Learns which conventions of punctuation are related to neither intonation nor syntax

Continues to develop techniques for improving what he writes, proofreads, uses dictionaries and other books for reference, and revises where need is pointed out to him

composition

Recognizes the power of effective business letters in the world network of business

Knows the responsibility involved and acceptable methods used in creating efficient business letters

Realizes the importance of and practices determining the purpose of various types of letters

Learns to develop a point of view and to select appropriate examples to support his point of view

Recognizes when an idea has been adequately developed

Clarifies ideas by defining key words and by expanding abstractions

Understands the nature of rationalization and of logical fallacies

Understands techniques of persuasion used in advertisements or propaganda

Becomes aware of the difference between a fact, an interpretation of a fact, and an individual opinion

Is aware of assumptions upon which statements depend

Habitually uses transition words and phrases

Uses parallel structure

Increasingly uses exact words in all his compositions: in the creative, those words whose connotations determine his tone or mood and in the factual, those words which most efficiently define, illustrate, or explain

language

Becomes aware of language as a code, as a system of signals, and as a social phenomenon

Learns that language includes phonology, grammar, and lexicon

Learns that some of the conventions of spoken and written English are different

Considers modern languages as products of historical development

Understands that language change is normal and inevitable

Learns to discriminate carefully among levels of usage

Learns that the test of usage should be appropriateness to the speaker or writer and to the occasion

Recognizes two different kinds of sentences in English: kernel, or basic, sentences and complex sentences which are derived from the kernel sentences by operations called transformations

Learns how dictionaries are made

Learns that dictionaries are descriptive rather than prescriptive

Habitually refers to introductory sections of dictionaries

Habitually uses a variety of up-to-date dictionaries

Develops careful criteria for selecting dictionaries for his own use

Habitually compares the information found in several up-to-date dictionaries

literature

Habitually looks for the conflict within a short story, the outcome of the struggle, the nature of the impact on the characters, the author's theme or thesis, the organic unity of the story

Habitually looks for the central dominating idea of a novel, its pattern of organization, its mood or emotional atmosphere, its style, its elements of lasting value

Habitually looks for the crisis in a drama, the locale of the drama, the action of the characters in the crisis, the outcome of the conflict

Generalizes about the author's meaning, ideas, attitudes, and purpose only in response to textual stimuli which he can point to as evidence supporting his generalizations

Seeks to integrate his vicarious reading experiences (syntheses of facts, ideas, attitudes) with these actual experiences in forming his own philosophy of life

Takes this last step only after he has understood a work and tentatively evaluated its worth as a human experience

Areas for Learning Experiences

Essential Tools for Effective Communication

Points of Emphasis

Importance of clear, concise language in business communication

The 7 C's of business language

Vocabulary related to business transactions and to vocations of special interest

Reliable resources for determining acceptable practices

Differences between the conventions of spoken and written English

Vowel and consonant phonemes and their representation in writing

The relationship between intonation in the spoken language and punctuation in the written language

The relationship between syntax and punctuation

Conventions or customs of punctuation in the written language

Conventions or customs of capitalization in the written language

Representation of stress in writing

Choices of language forms, related to social conventions and to social distinctions

Business Correspondence

Points of Emphasis

Purposes and organization of the ten chief types of business letters

Current conventions of form and layout

The receiver's viewpoint

The relationship between the fundamental wants, motives, or drives of human beings and business letters

The relationship between the tone of the business letter and the writer's purpose

Business forms

Modern Writers of Fiction

(Text material will be selected from *Adventures in American Literature; Literary Cavalcade;* short stories by such authors as Stephen V. Benét, Ray Bradbury, Maureen Daly, William Faulkner, Jack Finney, Ernest Hemingway, Bill Mauldin, Conrad Richter, John Steinbeck, Jesse Stuart, James Thurber, Jessamyn West; Paul Annixter, *Swiftwater;* Pearl Buck, *The Good Earth, The Living Reed;* Willa Cather, *Death Comes for the Archbishop, My Ántonia, O Pioneers, One of Ours, Shadows on the Rock;* Stephen Crane, *Red Badge of Courage;* Edna Ferber, *Cimarron, Giant, Ice Palace, Show Boat, So Big;* Vardis Fisher, *Tale of Valor;* Esther Forbes, *Johnny Tremain;* A. B. Guthrie, *Big Sky, The Way West;* Ernest Hemingway, *The Old Man and the Sea;* William D. Howells, *The Rise of Silas Lapham;* Tom Lea, *Brave Bulls, The Hands of Cantu;* Sinclair Lewis, *Arrowsmith, Babbitt, Main Street;* John Marquand, *Point of No Return, Sincerely, Willis Wayde, So Little Time;* James A. Michener, *Bridges at Toko-Ri, Hawaii, The Source;* Margaret Mitchell, *Gone with the Wind;* Christopher Morley, *Parnassus on Wheels;* Conrad Richter, *The Fields, The Lady, The Light in the Forest, The Sea of Grass, The Town, The Trees;* Upton Sinclair, *The Jungle;* John Steinbeck, *The Moon Is Down, The Pearl, The Red Pony;* Jessamyn West, *Cress Delahanty, The Friendly Persuasion;* Edith Wharton. *Age of Innocence, Ethan Frome, House of Mirth;* Thornton Wilder, *The Bridge of San Luis Rey, Ides of March;* Herman Wouk, *The Caine Mutiny, City Boy;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Changes in American life reflected in the fiction of the twentieth century

Distinctive differences and similarities of the contemporary short story and novel

Realism and romance in the two types of writing

Outstanding writers and special contributions of each

Basic themes and primary types in works of various authors

Choosing a Vocation and Getting a Job

Points of Emphasis

- Self-appraisal, formal and informal
- Vocational choice
- Reliable sources of vocational information
- Rights of employees
- Understanding of vocations through biographies and autobiographies
- Laws related to vocations
- Attitudes toward work and success

The Two Most Important Personal Contacts

Points of Emphasis

- The letter of application as a personal representative
- Planning the letter
- The personal data sheet
- Preparation for the interview
- The interview and follow-up
- Application forms

Lexicography

(Text material will be selected from *American College Dictionary; American English Usage; A Dictionary of Contemporary American Usage; Modern English Usage; Standard College Dictionary; Webster's New World Dictionary; Webster's Seventh New Collegiate Dictionary;* and *Webster's Third New International Dictionary.*)

Points of Emphasis

- The beginnings of English dictionaries
- The development of dictionaries in America
- Sources of authority of dictionaries
- Kinds of dictionaries
- Entries
- Orthography
- Pronunciation
- Form classes
- Etymology
- Definitions
- Usage labels
- Synonyms
- Encyclopedic information

Contemporary Drama

(Text material will be selected from *Adventures in American Literature; Literary Cavalcade;* the plays of Maxwell Anderson, Norman Corwin, Moss Hart, Alan J. Lerner, Thornton Wilder; Archibald MacLeish, *J. B.;* Arthur Miller, *The Crucible;* Eugene O'Neill, *Ah, Wilderness, Anna Christie, Beyond the Horizon, Emperor Jones, Where the Cross Is Made;* Robert Sherwood, *Abe Lincoln in Illinois, The Petrified Forest, There Shall Be No Night;* Tennessee Williams, *Glass Menagerie;* the school library; and films, filmstrips, and word recordings from the DISD Audio-Visual Library.)

Points of Emphasis

Changes in purpose and style of dramatic writing
Influences responsible for these changes
Drama as a reflection of contemporary life
Influence of the Little Theater Movement
Rise of the one-act play
Development of the radio play
Development of the television play
Chief figures in twentieth-century drama

SPEECH ARTS

Scope

The speech program in the secondary school has a major responsibility in giving to each individual the proper direction and purpose in personality growth and development.

Purposeful activities emphasize individual growth in social sensitivity and in effective participation in the democratic processes. Much of the world's business and social transactions is carried on by oral communication; therefore, it is essential that the speech education program stress effective usage.

The individual is given opportunities to clarify ideas, to consider the audience, to acquire poise, to evaluate and appreciate speech needs, to observe and listen intelligently, and to assume responsibility in group participation.

The activities of the class consist of thinking, discovering, listening, speaking, reading, writing, viewing, dramatizing, composing, comparing and contrasting, organizing and expressing ideas and feelings in a variety of forms.

Speech 1 and Speech 2 are outlined here as a unit. The thought back of this organization is to allow flexibility in planning to meet the needs of particular class groups.

Speech 1, elective in the tenth grade and above, is a foundation course which is prerequisite to all other speech courses. Speech 2 is fundamentally interpretation and should follow Speech 1; however, occasionally there will be exceptions in this sequence.

Expected Outcomes

Participating in the learning activities of the courses in speech, the student

speaking and writing

- Discovers new interest in developing habits of correct, effective speech
- Practices continuously for improvement in speech as an aid to personality development and the contributions of a citizen to a democracy
- Gains greater poise in contacts with both peers and adults
- Enjoys satisfying speech experiences in winning group approval
- Appreciates the benefits of democratic processes in daily life
- Practices efficient organization of ideas and facts in speaking and writing
- Realizes the value of good group discussion
- Becomes aware of faults in oral and written expression and practices methods of eradicating personal errors
- Understands the responsibilities involved in freedom of speech
- Evolves higher standards of personal honesty and more mature evaluative criteria

reading

- Gains greater skill in getting the author's thought and mood and in presenting an interpretation
- Enriches emotional and imaginative powers
- Acquires greater understanding and appreciation of worthwhile literature
- Employs effective techniques in oral interpretation of the printed page
- Becomes more skilled in the use of resource aids
- Indicates greater understanding and tolerance of human life and behavior
- Extends enjoyment of acquaintanceship with the many book characters

Selects material more discriminately for voluntary reading

Relates the method and rate of reading to the purpose

Recognizes the important relationship of efficient reading to satisfactory daily living

listening and observing

Improves skills as an intelligent listener, a careful observer, and a logical thinker

Recognizes the power of effective speech

Becomes more conscious of the importance of good posture and bodily control

Realizes the essential part effective speech plays in personality development

Practices keener observation in relation to accepted usage

Uses more mature discrimination in selecting movies, radio or television shows, and other performances for pleasure or information

Demonstrates ability to benefit by constructive criticism

Displays greater pride in good American speech, literature, and citizenship

SPEECH 1 AND 2

SPEECH FUNDAMENTALS AND ORAL INTERPRETATION

Scope

The fundamental course in speech is designed to lay the foundation for all future courses. Functional activities are planned to aid in developing poise, personality, and a pleasing voice and in creating a desire to continue speech training.

Interpretative reading aims toward the enrichment of personality by the development of the art of reliving and communicating to others the meanings suggested by the printed page.

Interpretative reading, then, becomes a skill in which literature is an aesthetic experience for the reader and the listener; it furnishes vicarious experience which aids them in personality development and social adjustment; and it serves as a basic tool of communication.

Expected Outcomes

Through learning experiences in Speech Fundamentals and Oral Interpretation, the student

skills understandings appreciations and attitudes

Acquires a desirable mental attitude toward a speaking situation
Develops a greater desire to communicate ideas
Learns to listen intelligently, observe carefully, and think logically
Develops poise and personality
Gains self-confidence and assurance
Increases speaking vocabulary
Realizes the importance of good posture and bodily control
Overcomes bad mannerisms
Improves ability to read from the printed page
Gains an appreciation of what constitutes good public speaking
Learns to organize and present ideas extemporaneously
Improves in ability to cope with everyday problems
Acquires the ability to profit from giving and receiving criticism
Works more cooperatively with a group
Indicates greater willingness to assume responsibility toward class progress
Becomes more interested in planning a definite program for speech improvement
Adopts and follows a methodical process of speech composition
Gains better habits of research
Realizes that "gathering material and choosing a subject" is a continuous process
Learns the value of a well-constructed outline
Gains poise through getting the author's thought and giving it to an audience
Enriches emotional and imaginative powers
Increases competence as an interpreter of literature

Develops skill in projecting mood

Acquires respect for literature through an appreciation and an understanding of its art and the techniques of interpretation

Gains a better understanding of human behavior and of life

Becomes acquainted with many types of persons through reading

Develops personal standards of taste that increase discrimination in the audience situations

Becomes better acquainted with the various forms of literature

Discovers new possibilities for enjoyment

Increases understanding of and skills in human relations

Recognizes the importance of good diction

Improves ability to express ideas and feelings effectively

Increases in ability to use more flexible voice quality, rate, pitch, and volume

Develops ability to use comic, dramatic, and oratorical techniques of interpretation

Takes advantage of rewarding out-of-school experiences

Develops ability to respond on short notice to calls for speeches

Learns the value of good public discussion

Acquires the ability to meet the public

Becomes an instrument in the improvement of human relations

Areas for Learning Experiences

Adjusting to the Speaking Situation

Points of Emphasis

Establishment of a friendly contact with audience

Orientation of the group

Development of poise and personality

Courteous behavior in the classroom, the home, and the social situation

Development of discriminating habits of listening

Use of breathing exercises to relieve tension

Methods of developing and improving conversation

Informal discussions and speeches concerning topics of immediate interest

Effective Communication by Bodily Expression

Points of Emphasis

Language of posture

Appreciation of the meaning of movement and gesture

Interpretation of character in terms of carriage, movement, and gesture

Development of controlled, skilled use of the body in a speaking situation

Exercises for good posture and relaxation

Pantomime

Voice and Diction

Points of Emphasis

- Development of an appreciation for good voice and diction
- Study of the basic mechanics of speech
- Methods of improving the voice
- Importance of developing the vocabulary
- Use of exercises to relieve muscular tensions and to improve quality of tone
- The speech organs and their functions
- Significance of timing, pause, pitch, range, inflection, emphasis, and force
- Critical appraisal of outstanding actors, poets, and lecturers
- Critical appraisal of radio and television programs
- Choral speaking
- Storytelling
- Poetry reading
- Declamation
- Sales oration
- Recording of voices

Basic Principles of Public Speaking

Points of Emphasis

- Types of public speaking and value of each
- Standards of effective public speaking
- Organization of speeches
- Panel
- Symposium
- Dialogue
- Lecture

The Subject and the Material

Points of Emphasis

- Suitable materials for speaking activities
- Appreciation of the requirements of an appropriate subject
- Analysis of speeches of recognized speakers with reference to their suitability and the apparent source of material
- Methods of collecting material for speeches
- Analysis of occasions when the speaker must inform, convince, or entertain

Presentation of Ideas

Points of Emphasis

- The need of enlarging and supporting main contentions
- Use of specific materials for building a speech
- The extempore speech

The preparation of "use" notes
The preparation of an outline
Evaluation of speeches

Parliamentary Procedure

Points of Emphasis

- Knowledge of rights and responsibilities according to parliamentary law
- Effective responses in an organized assembly
- Development of confidence in effective usage of basic principles of parliamentary procedure
- Organization and development of a club, a student assembly, or a legislature
- The writing of a constitution and by-laws
- Nomination speeches
- Precedent order and voting regulations
- Election of officers
- Main motion, subsidiary motions, and amendments

Correlation in Speaking Situations

Points of Emphasis

- Methods of speech construction
- Background and techniques for storytelling
- Choral speaking
- A practicable knowledge of parliamentary procedure
- Speeches of announcement, nomination, introduction, presentation, and acceptance
- After-dinner speeches
- Informative and persuasive speeches
- Speeches of tribute
- Speeches involving demonstrations
- Discussion groups of committee meetings and conferences, panels, and symposiums
- Cooperative investigations and single-leader discussions

Interpreting the Author's Thought and Mood

Points of Emphasis

- Methods of improving oral reading
- Effective oral reading of various types of prose selections, such as minutes from club meetings, committee reports, announcements, quotations from source material, news, scientific articles, and essays
- Methods of cutting novels, three-act plays, and long orations
- Declamation
- Original monologues and orations
- Evaluation of recordings of well-known prose selections
- Evaluation of the interpretative techniques used by television and movie actors

Re-creating the Poet's Thought and Mood

Points of Emphasis

- Oral interpretation of all forms of poetry — narrative, dramatic, lyric, and modern verse
- Improvement of voice and diction
- Projection of thought and emotional content
- Individual and group pantomimes
- Comparison of recordings of choric work made by students with recordings of similar selections by outstanding artists

Drawing a Live Picture

Points of Emphasis

- Employment of observation and imagination for understanding and sympathetic interpretation
- Study of voice and bodily action
- Development of individual characterization
- Analysis and interpretation, through voice and pantomime, of types of characters in the community
- Analysis and interpretation, through voice and pantomime, of characters from dramatic literature
- Common forms of dialect reading
- One-character scenes from Shakespeare
- Monologues
- Methods of cutting, adapting, and presenting two- and three-character scenes from one-act and two-act plays

The Special Occasion Speech

Points of Emphasis

- Response to calls for services in any situation
- Importance of the art of "word choice"
- Sincerity a necessary characteristic
- Types of speeches for special occasions
- Analysis of printed examples of special occasion speeches

Meeting the Public

Points of Emphasis

- Methods of conducting a well-organized business interview
- Opportunity to make new acquaintances
- Adapting the interview to the occasion
- News interview
- Requests for support of worthy causes
- Interview programs for radio and television stations

SPEECH 3 — DRAMA

Scope

The major purpose of the drama course is to provide meaningful experiences that will lead to the development of more mature emotional stability, a greater sense of responsibility in democratic group processes, and increased poise in self-expression.

The study of drama not only furnishes challenging opportunities for the broadening of insight into human life but also serves to give wholesome recreational activity to the school and motivation to the work of other departments.

Throughout the course in drama, production is continuous in order to apply the principles of acting and producing taught in the classroom.

Expected Outcomes

skills appreciations understandings and attitudes

Through learning experiences in drama, the student

- Gains poise in expressing ideas and feelings
- Acquires freedom and grace of movement
- Gains a respect for the theatre through an appreciation and understanding of its arts and techniques
- Becomes better acquainted with the play as a literary type
- Develops personal standards of taste that increase his discrimination in audience situations
- Discovers latent dramatic talents
- Gains, through the study of dramatic literature and the observation and evaluation of dramatic performances, an appreciation of the influence which the theatre has had upon civilization
- Exhibits control in voice and diction
- Becomes more interested in participating in creative endeavors which provide opportunities to serve the common good
- Reflects acquaintance with art forms of drama and other fine arts as they are related to drama
- Gains an interest in drama as a form of recreational reading
- Enriches his emotional and imaginative powers
- Realizes the importance of working successfully with other people
- Increases his competence in the use of democratic group processes
- Gains a better understanding of human behavior
- Develops initiative and individual methods of accomplishment
- Acquires critical standards of appreciation
- Discovers through dramatic production a means of using leisure time pleasurably and profitably
- Improves voice quality

Areas for Learning Experiences

The Development of the Drama

Points of Emphasis

- History of drama from beginning to present
- Outstanding plays and playwrights in chronological order
- Characteristics of plays and the periods they represent
- Characteristics of the physical aspects of theatres from the Greek to the modern period
- Famous actors and actresses
- Modern theatre productions
- Motion pictures
- Radio and television productions

Purpose and Form in Drama

Points of Emphasis

- The three basic types: tragedy, comedy, melodrama
- Various forms as outgrowths of basic types
- Fantasy, farce, and thesis plays
- Critical analysis of drama
- Relation of author's point of view to form

Dramatic Interpretation

Points of Emphasis

- Self-expression through dramatic interpretation
- Flexibility of voice, an essential of dramatic interpretation
- Coordination of body
- Analysis of specific characters
- Effective voice and stage techniques in stage plays, motion pictures, and radio and television shows
- Critical analysis of body coordination in pantomimes
- Critical analysis of voice types from recordings by professional artists and by classmates
- Preparation of original scripts illustrating definite character types
- Techniques of stage actions and positions, dialogue, and passing dialogue
- Presentation of scenes from plays

Dramatic Literature

Points of Emphasis

- Characteristics, mood, theme, tempo, and plot as points for analysis of plays
- Evaluation of plays and players
- Dialogue analysis

- The setting
- The prompt book
- Casting of one-act and three-act plays for class presentation
- Study of structure and interpretation as used by an author
- Preparation of original script
- Rewriting or cutting a script

Dramatic Production (or Curtain Call)

Points of Emphasis

- Participation in staging a play as a means of self-expression
- Qualities necessary for efficient participation in stage production
- Theatrical terms
- Rules of acting
- Logical steps in preparing a play
- Effective use of the voice for projection of the thought, emotion, and character
- Participation in round table discussions of a play; in reading, walking, and line rehearsals; and in rehearsals for tempo, climax, and polish
- Preparation for back-stage organization
- Duties and techniques of production crew
- Uses of marionettes and puppets for programs

Crafts

Points of Emphasis

- Planning and executing many of the craft articles that are used in theatre work
- Craft work that may be used as an outlet for the slow learner and the student who may be gifted with his hands
- Types of theatres
- Styles of scenic design
- Backdrops
- Figures to be used in plays or pageants
- Properties
- Lighting effects
- Costuming
- Mechanical devices
- Puppets and marionettes
- Plaques
- Masks

SPEECH 4 — RADIO AND TELEVISION

Scope

Radio and television have made rapid progress as powers which wield vast influence upon personal and public life of today. Guidance toward adequate understanding and intelligent usage of these powerful media is the goal of the course.

Radio and Television offers concrete situations which encourage improvement in the essential skills: speaking and writing, listening and observing, and reading. The course furnishes opportunities to gain reliable information concerning vocational opportunities in the two fields and to grow in ability to assume the responsibilities of a citizen in a democratic society.

Expected Outcomes

knowledge
understandings
appreciations
and
skills

Through learning experiences in Radio and Television, the student

- Acquires a knowledge of the background and development of radio and television
- Becomes familiar with radio and television stations — the personnel, the organization, and the equipment
- Extends knowledge of reliable sources of information available concerning programs
- Develops an awareness of the importance of good speech
- Recognizes personal needs for effective expression
- Improves voice quality, diction, and emphasis
- Improves ability to criticize and evaluate intelligently current programs
- Becomes acquainted with the duties of various workers of television and radio studios
- Gains an overall idea of sound effects and their importance in production
- Develops greater skill in written as well as oral expression
- Achieves a happy and rewarding experience as a contributing member of a group
- Experiences the reward of significant success or achievement
- Discovers vocational opportunities offered by the two media
- Evinces greater interest in trends of the times
- Develops standards for making more intelligent choices of programs

Areas for Learning Experiences

The Development of Radio and Television

Points of Emphasis

- Progress in communication techniques
- Radio and television as representatives of modern trends
- Standards for critical evaluation of current programs
- The use of radio and television for educational purposes and for entertainment purposes

The Radio and Television Station

Points of Emphasis

- Local studios
- Construction and plan of stations
- Equipment used in broadcasts and telecasts
- Personnel and management of stations
- Precision of timing
- Evaluation of announcers as to style, diction, voice, and general effectiveness

Speech Over the Air

Points of Emphasis

- Voice consciousness
- Good voice, an essential in the field of broadcasting
- Voice quality, enunciation, pronunciation, and vocabulary
- Evaluation of recordings by outstanding actors and speakers
- Exercises for improving the voice
- Original scripts presented over the school public address system
- Analysis of recordings made by members of the class

Radio-Television News

Points of Emphasis

- Techniques of newscasting and announcing
- Duties of the newscaster and announcer
- Script writing and editing
- Critical study of one of the current prominent radio or television newscasters or commentators
- Microphone techniques
- Commercials
- Recording of teletype news, news of school interest, news of community interest, and personality interviews

Scenery and Mood

Points of Emphasis

- Importance of sound effects in radio and television programs and broadcasts
- Types of sound effects
- Mechanical devices used in sound effects
- Original scripts which emphasize the use of a variety of sound effects

Production of Radio and Television Plays

Points of Emphasis

- Teamwork in the production

- Play selection and casting
- Production staff
- The drama production
- Recording of reading, sound effects, music, and dress rehearsals for the purpose of evaluation

Careers in Radio and Television

Points of Emphasis

- Opportunities in the field
- Educational requirements
- Salaries and possibilities for advancement
- Schools which offer training
- Interviews with local radio and television personnel concerning their positions and duties

SPEECH 5 AND 6

DEBATE, EXTEMPORANEOUS SPEAKING, AND ORIGINAL ORATORY

Scope

The purpose of this course, which must be preceded by Speech 1, is to train students in the art and science of speaking and thinking effectively on the problems of current significance for which no general acceptable solution has been found. Debate improves the abilities of the students to state, analyze, and translate problems and their possible solutions into terms acceptable to a discerning audience. Actual life situations are presented in which the pupil will find ample opportunities to develop worthwhile personality traits, such as good sportsmanship, tolerance, truthfulness, fair play, and sincerity. Definite procedure for speech composition is given, and opportunity is provided to test this knowledge on the speaking platform. The problems of speech composition are treated in a methodical manner, and emphasis is placed upon efficient delivery in communicating speech extemporaneously.

Expected Outcomes

Through learning experiences in Debate, Extemporaneous Speaking, and Original Oratory, the student

understandings appreciations and skills

- Develops poise and improves personality
- Becomes acquainted with the nature of the tentative solution to, and the critical evaluation of, actual life problem-situations
- Becomes efficient in communicating speech extemporaneously
- Improves ability to state, analyze, and translate problems and their possible solutions into terms acceptable to a discerning audience
- Learns the standards of good extemporaneous speaking
- Develops ability to make effective responses to an organized assembly
- Acquires, through parliamentary and debating experiences, confidence for participation in clubwork and, later, in social and economic affairs
- Learns to apply the techniques of research
- Learns to get the facts before reaching the conclusion
- Develops ability to "think on one's feet"
- Learns to listen effectively to both sides of a proposition and weigh evidence submitted before reaching a conclusion
- Gains ability to speak convincingly and enthusiastically
- Increases respect for the democratic approach to problems through discussion of the known facts
- Increases understanding of the types of public discussions and their value in a democratic society
- Studies the value of the contest oration

Areas for Learning Experiences

Parliamentary Procedure

Points of Emphasis

- Review of rights and responsibilities according to parliamentary law
- Effective responses in an organized assembly
- Development of confidence in effective usage of basic principles of parliamentary procedure
- Organization and development of a club, student assembly, or legislature
- Preparation of a constitution and by-laws
- Adoption of a constitution
- Nomination speeches
- Precedent order and voting regulations
- Election of permanent officers
- Motions, subsidiary motions, and amendments

Personal Development Through Debate

Points of Emphasis

- Debate as a tool of democratic living
- Difference between factual evidence and sentiment
- Methods of improving speech presentation
- Personal qualities which may be developed through debate
- Judging a debate

Why Debate?

Points of Emphasis

- Selection of timely controversial subjects for extemporaneous practice
- Presentation of one or two minute speeches for or against issues
- Selection of propositions for debate
- Analysis of a resolution to find the issues
- Preparation for debate through reading and note-taking
- Preparation of a brief
- Debate terms

Analysis of Debate

Points of Emphasis

- Recognition of debate as a developmental speech activity
- Major forms which debating assumes
- Selection and statement of the proposition
- Evaluation of evidence, statements, ideas, and opinions of others

Evaluation of demonstration debates
Evaluation of radio and television commentaries

Preparing as a Debater

Points of Emphasis

- Advantages of centering main speech around only one or two major arguments
- Importance of extemporaneous speaking in the main speech
- Personal qualities necessary for good discussion
- Fitting the introduction to contentions and conclusions
- Fitting the conclusions to contentions
- Selection of significant points which require answers
- Evaluation of rebuttal speakers and rebuttal speeches

Public Discussion

Points of Emphasis

- Types of public discussions
- Purposes of public discussions
- Reflective thinking involved in discussion
- Participation in panel discussions
- Participation in group discussions
- Participation in a debate-forum or Junior Town Meeting on contemporary affairs

The Contest Oration

Points of Emphasis

- Place and value of the contest oration
- The characteristics of the oration as a particular form of public address
- Famous American orators
- Analysis of famous orations
- Preparation and delivery of an original oration

JOURNALISM 1 AND 2

Scope

Journalism 1 and 2 provide life-like situations to practice effective methods of self-expression through the medium of the printed page. The courses furnish opportunities for employing specific skills in the production of a school paper and for improving ability to deal efficiently with the public. The individual gains an overall knowledge of the field of journalism, and the ability to appraise the influence of the free press as an instrument in a democratic society.

The activities of the class consist of thinking, discovering, listening, speaking, reading, writing, viewing, dramatizing, composing, comparing and contrasting, organizing and expressing ideas and feelings in a variety of forms.

Expected Outcomes

Through learning experiences in journalism, the student

writing

- Develops the desire to form good habits in written expression
- Increases skill in writing various types of material for the school paper
- Becomes more interested in creative writing
- Recognizes the importance of unity, coherence, and emphasis in journalistic writing
- Differentiates between superior and inferior journalistic writing
- Acquires greater skill in gathering facts and presenting them without bias
- Becomes aware of the ethics and canons of good journalism
- Applies technical knowledge and skill in work on the school paper
- Formulates evaluative criteria for good workmanship

reading

- Reads newspapers more intelligently
- Becomes acquainted with the history and growth of the press
- Realizes the power of the free press as an instrument in a democratic society
- Learns the responsibilities of the press to the public
- Evinces keener interest in current events

speaking listening and observing

- Develops more mature attitudes concerning responsibility in group activities
- Extends ability to inspire cooperation from others
- Observes the wide range of vocational opportunities in the field of journalism
- Improves ability to speak clearly and effectively in interviewing
- Discriminates in choice of the mass media of communication
- Increases ability to listen more critically

JOURNALISM 1

Scope

Journalism 1 emphasizes newsgathering and newswriting and provides learning situations for the development of specific skills in the writing of the various types of news story, copy editing, headline writing, proofreading, and make-up.

Experiences in practicing journalistic writing and newsgathering in the school teaches the individual to observe accurately and to write objectively.

Areas for Learning Experiences

Reporting Today's News

Points of Emphasis

- Influence of the free press on the American Way of Life
- Importance of a "nose for news"
- Processes necessary in producing a finished news story
- Developing of poise and self-assurance in meeting and interviewing people
- Equipment, personnel, and organization of newspaper plants
- Comparison of the handling of a news story by each of the three great press associations
- News sources in the school and in the community
- Preparation of leads and simple news stories

Livening Up the News Page

Points of Emphasis

- Characteristics of special stories
- Reports of assembly speeches
- Interviews
- Opinion polls
- Sports stories
- Feature stories
- Personality columns
- Humor columns
- Critical evaluation of original special stories

Problems in Make-Up

Points of Emphasis

- Three general systems of make-up for high school papers
- Contrast, an important element in make-up
- Combinations of basic make-up systems
- Use of boxes and indented stories
- Front pages of the daily papers
- Preparation of a dummy for the school paper

The Guardian of Accuracy

Points of Emphasis

- Accuracy, clarity, and effectiveness in headlines
- Errors for which the copyreader must be on guard
- The well-edited paper
- Duties of copyreaders
- Copyreading symbols
- Copyreading the school paper

Public Relations Program in the Public Schools

Points of Emphasis

- School publications as news interpreters
- Necessity for a planned program of school publicity
- Importance of informing the community of school programs
- Preparation of essays, news stories, letters, and posters publicizing school activities
- Analyzing school publications to see that all phases of school life are being interpreted to the community
- Responsibility for careful editing of school publications for accuracy, completeness, and correctness of form

JOURNALISM 2

Scope

The second semester of Journalism furnishes concrete experiences which promote extended abilities in self-expression and increased understanding of the free press as a powerful agent of democracy.

Staff organization, the history of journalism, newspaper ethics, the intelligent newspaper reader, and newspaper advertising are subjects which receive special attention.

Actual production of the school paper offers live situations for increasing skills in communications, for providing opportunities to work with others, and for arousing vocational interest in the field of journalism.

Areas for Learning Experiences

Getting Started

Points of Emphasis

- History of journalism
- The evolution of the American newspaper
- Important figures in journalism, past and present
- Services of a school paper
- Responsibilities of staff members
- Selection of staff for school newspaper
- Analysis of ways to improve the school paper

Analyzing and Interpreting the News

Points of Emphasis

- The function of the editorial
- The ingredients of an editorial
- Devices for achieving readable, convincing editorials
- Differences in style between early editorials and current ones
- Differences between the editorials and other reportorial forms
- Survey of appropriate editorial topics
- Critical analysis of editorials for evidence of bias, invalid reasoning, inaccuracies, and weak conclusions
- Evaluation of original editorials for the use of specific purposes, concrete examples, human interest, humor, reportorial style, balanced sentences, antithesis, and other rhetorical devices

Dramatization in the News

Points of Emphasis

- Characteristics of the feature story
- Differences between the feature story and other forms of newspaper writing
- Material suitable for feature stories

Organization of material

Specific sources of feature material for school papers

Original interviews, personality sketches, personal experience articles, and narratives in third person

Keeping Abreast of the News

Points of Emphasis

The services offered by newspapers

The plan and arrangement of the paper

The role of the free press in a democratic society

Contributions of newspapers to a family's daily life

Canons and ethics of good journalism

Techniques of slanting the news

Evaluative criteria for judging the format of papers

Influences which affect news interpretation

Differentiation between news and propaganda

Importance of independent thinking in the intelligent use of a paper

Comparison of divergent views on the same subject on the part of two or more excellent newspapers

An Important Force in Daily Living

Points of Emphasis

The tremendous impact of advertising on daily living

Techniques of advertising

Application of advertising to the high school publication

Advertising as a vocation

The value of responsible advertising and its relation to the American system of free enterprise

Relationships between national and local advertising, mass production, lower prices, and a higher standard of living

Organization, personnel, and responsibilities of the advertising departments of newspapers and of advertising agencies

Preparation of copy, layout sheets, and dummies for advertisements in school paper

DALLAS INDEPENDENT SCHOOL DISTRICT
DALLAS, TEXAS

July, 1967

Addendum

LANGUAGE ARTS PROGRAM

CONTENT, SCOPE, AND SEQUENCE

Course and Grade	*Emphasis*	**State Adopted Textbooks*
LANGUAGE ARTS **Grade One** **LISTENING**	Development of the ability to listen in order to distinguish sounds; to follow instructions; to extend attention span and the ability to remember; to acquire habits of courteous attention in both formal and informal audience situations; to participate in purposeful discussion; and to enjoy stories.	*Readers*
SPEAKING	Emphasis on participation in informal conversations, group discussions, planning, and evaluations; experience in rich oral expression, dramatization, nursery rhymes, and storytelling, with attention to sequence and organization of ideas; correction of errors in speech.	None
READING **AND** **LITERATURE**	**Reading Readiness** Development of reading readiness through pre-reading experiences; developing visual and auditory discrimination as a preparatory step towards word recognition; acquiring a meaningful sight vocabulary; building interest and confidence in the reading situation and a desirable attitude toward books; using charts, pictures, and stories.	****Getting Ready to Read*, Houghton, **1971
	Basal Reading Continuous orderly development of basic skills, attitudes, and habits through use of basal and supplementary readers and library books; mastery of an adequate vocabulary and growth in ability to use word recognition clues; growth in power of interpretation and appreciation; use of punctuation marks as an aid to getting meaning; and in the ability to follow directions in independent practice.	*Tip*, Houghton, 1971 *Tip and Mitten*, Houghton, 1971 *The Big Show*, Houghton, 1971 *Jack and Janet*, Primer, Houghton, 1971 *Up and Away*, First Grade, Houghton, 1971
	Extended Reading Introduction of supplementary pre-primers and carefully selected library books after successful completion of the three basic pre-primers.	
GRAMMATICAL **USAGE**	Attention to word order and form in speaking, reading, and writing.	
WRITING	**Communicative Writing** Introduction to the writing of stories, both group and individual.	
	Handwriting Development of legible form of manuscript writing; emphasis on correct formation of letters and numerals with particular attention to beginning strokes and spacing of letters and words.	*Better Handwriting for You, 1*, Noble, 1973
	Spelling Development of visual and auditory discrimination; recognition of individual words and letters of the alphabet; beginning the development of the concept that spelling is the representation of vowel and consonant phonemes in writing; use of spelling in simple written work; development of effective methods of study.	Suggested list given in *Handbook for Primary Teachers*

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*Only state adopted textbooks are listed.

**Figures represent year of expiration of state adoptions.

***In the listing of readers only basal texts are included. Many supplementary readers will be used by the teacher.

Course and Grade	*Emphasis*	**State Adopted Textbooks*
LANGUAGE ARTS **Grade Two** **LISTENING**	Maintenance and extension of skills developed in first grade; listening to distinguish between sounds of words and word parts; listening for phrasing in speech; listening for ways to convey meaning in speech; listening for euphony in word arrangements, as in poetry.	*Readers*
SPEAKING	Participation in discussions, conversations, reporting, storytelling, explanations, descriptions, and dramatizations; speaking with clear enunciation, correct pronunciation, and a well-modulated voice. Emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect.	None
READING AND LITERATURE	**Basal Reading** Growth in comprehension of the thought expressed, interpretation of meaning, broadening of understanding, reading for factual information, and prediction of outcomes; development of location skills, such as content page, title page, and vocabulary lists; increased ability to use word attack skills, structural analysis, phonetic analysis, meaning clues, and word form clues.	*Come Along*, Houghton, 1971 *On We Go*, Houghton, 1971
	Extended Reading Growth in appreciation of a wide variety of selections; development of taste for recommended literary selections; extension of interests; increased desire to read stories, poems, and factual matrial for personal enjoyment and other purposes.	Basal and supplementary readers Library books
GRAMMATICAL USAGE	Attention to word order and form in speaking, reading, and writing.	
WRITING	**Communicative Writing** Beginning the development of the concept of differences between the conventions of spoken and written English; beginning the development of the concept that there is a relationship between intonation in the spoken language and certain punctuation marks in the written language; beginning the development of the concept that some punctuation is simply a matter of convention or custom. Emphasis upon one-paragraph stories (original or reproduced) and short letters.	
	Handwriting Refinement of skills acquired in grade one with continuous emphasis on correct, neat, legible manuscript in all written work.	*Better Handwriting for You, 2,* Nob 1973
	Spelling Growth in ability to use spelling skills and to formulate spelling generalizations; application of spelling skills to learn essential additional words from content subjects and class activities; continued development of the concept that spelling is the representation of vowel and consonant phonemes in writing.	*Basic Spelling Goals, Book 2*, Webster, 1968
LANGUAGE ARTS **Grade Three** **LISTENING**	Maintenance and extension of skills developed in grades one and two; emphasis upon listening for dramatic effect in speech; listening to recognize conditions under which phonetic elements prevail in speech.	*Learning Together*, MacMillan, 1969
SPEAKING	Continued attention to clear enunciation and proper oral pronunciation; usage of words; participation in discussions, conversations, oral reviews, and reports; giving descriptions, directions, explanations, notices, and announcements; practice in speaking clearly, pronouncing words correctly, sounding endings of words, eliminating unnecessary sounds, using voice to portray meaning.	Language Textbook and Readers
	Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; readiness for analysis of the structure of language (grammar).	Language Textbook and Readers

Course and Grade	*Emphasis*	**State Adopted Textbooks*
READING AND LITERATURE	**Basal Reading** Continuation and expansion of reading skills begun in grades one and two; of independence in use of word attack skills and of growth in expressive oral reading; extension of vocabulary, reading skills, and comprehension; introduction to words with meaning difficulties, words with multiple meanings, and figures of speech.	*Looking Ahead*, Houghton, 1971 *Climbing Higher*, Houghton, 1971
	Extended Reading Concentration on work-study reading; provision for application of reading skills and practice in reading for various purposes through the use of guided lessons in supplementary readers and other textbooks; recognition and understanding of specialized vocabularies in content subject areas. Reading a variety of books and periodicals for personal enjoyment, for information, and for simple research according to individual needs and group interests.	Basal and supplementary readers Library books
GRAMMATICAL USAGE	Attention to word order and form in speaking, reading, and writing.	
WRITING	**Communicative Writing** Continued development of the concept of differences between the conventions of spoken and written English; continued development of the concepts of relationship between intonation in the spoken language and punctuation in the written language, of conventions or customs of punctuation, and of conventions or customs of capitalization; introduction to use of a dictionary. Writing letters, invitations, reports, brief reviews, descriptions, directions, explanations, notices, and announcements; making each sentence say something and putting events in proper sequence; writing statements and questions; keeping to the subject.	Language Textbook
	Handwriting In first semester refinement of manscript letter forms with emphasis on legibility and speed; introduction of cursive writing at mid-term; functional use of writing skills in every writing situation.	*Better Handwriting for You, 3*, Noble, 1973
	Spelling Growth in ability to use spelling skills and to formulate spelling generalizations; application of spelling skills to learn essential additional words from content subjects and class activities; continued development of the concept that spelling is the representation of vowel and consonant phonemes in writing.	*Basic Spelling Goals, Book 3*, Webster, 1968
LANGUAGE ARTS **Grade Four** **LISTENING**	Continued growth in previously developed skills with further emphasis on listening to obtain information, to evaluate ideas, and to appreciate beauty of expression as affected by diction, control of voice, and word relationships.	*Words Work for You*, MacMillan, 1967
SPEAKING	Practice in developing a clear and pleasant speaking voice; developing oral vocabulary and language facility; improving pronunciation, enunciation and articulation habits. Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; beginning of the development of the concepts of language as a code; language as a system of signals, language as a social phenomenon; and significance of stress pitch, and juncture.	
READING AND LITERATURE	**Basal Reading** Continuation and extension of skills introduced previously; stress on ability to read for a variety of purposes; continued emphasis on word-attack skills, sentence-analysis skills, understandings of language growth and change, critical reading skills, and creative reading skills; introduction to such informational aids as illustrations, tables of content, indexes, maps, charts, dictionaries, encyclopedias.	*Trade Winds*, Harper & Row, 1973 *Ventures*, Scott, Foresman, 1973 *American Adventures*, American Book Company, 1973

Course and Grade	*Emphasis*	**State Adopted Textbooks*
	Extended Reading	
	Extension of reading activities to encompass a wide variety of materials in preparation for new work in content areas.	Additional basal and supplementary readers
	Exploration of literary heritage for understanding and enjoying social heritage.	Library books
	Reading for entertainment and for information, according to personal interest.	
GRAMMATICAL USAGE	Continued attention to word order and form in speaking, reading, and writing; grammar as the organization of language (subject and predicate, form classes of noun and verb).	
	Communicative Writing	
WRITING	Differences between the conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language (end punctuation, series, *yes* and *no*); conventions or customs of punctuation (date and year, city and state, greeting and close of a friendly letter and a business letter, initials and abbreviations, numerals and letters in a list, possessive form of nouns, contractions, simple direct quotations, titles of books, magazines, newspapers, articles, short stories, poems); conventions of customs of capitalization.	Language Textbook
	Emphasis on writing letters, reports, reviews, descriptions, stories; beginning sentences in various ways; combining ideas in short, choppy sentences to make longer sentences; elimination of useless words; organizing paragraphs.	
	Handwriting	
	Continued teaching of cursive writing introduced in grade 3; development of speed, legibility, and individuality in cursive writing; analysis of individual needs; practice in terms of needs and in terms of sequential development of handwriting skills as indicated in formal handwriting programs.	*Better Handwriting for You, 4,* Noble, 1973
	Spelling	
	Representation of vowel and consonant phonemes in writing; continued application of spelling skills in all written work; analysis of spelling in written work; correct use of the sequential spelling list with the addition of words necessary for written conmmunication; development of syllabication skills; use of dictionary.	*Basic Spelling Goals, Book 4,* Webster, 1968 *Thorndike-Barnhart Beginning Dictionary,* Scott, 1968
LANGUAGE ARTS Grade Five LISTENING	Growth in ability to recognize main idea; follow a sequence of ideas; summarize ideas; recognize sounds of letters and words, rhyme schemes, and rhythm patterns.	*Using Language,* Macmillan, 1969 Readers
SPEAKING	Extension of ability in oral expression through acting out stories; participating in broadcasts, class discussions, conversations, making explanations; giving directions; telling stories; reading aloud; using the telephone; avoiding run-together sentences; using a dictionary for pronunciation; developing a pleasing voice.	
	Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; continued development of the concepts of language as a code, language as a system of signals, language as a social phenomenon; the significance of stress, pitch, and juncture.	
	Basal Reading	
READING AND LITERATURE	Extension of reading skills with emphasis on the ability to organize information; follow directions; outline and summarize; make comparisons; discover relationships; use pronunciation aids; understand antonyms, homonyms, and synonyms; recognize multiple meanings; maintain appropriate reading rates; develop discrimination in the selection of rate to purpose; grow in expressive oral reading.	*Crossroads,* Harper & Row, 1973 *Vistas,* Scott, Foresman, 1973 *Adventures Here and There,* American Book Company, 1973

Course and Grade	*Emphasis*	**State Adopted Textbooks*
	Extended Reading	
	Continuous use of basal reading skills to further learning activities in content areas.	Additional Basal and supplementary readers
	Further exploration of literacy heritage for enjoyment and for understanding of social heritage.	Library books
	Extension of reading interests for entertainment and information according to personal inclination and need.	
GRAMMATICAL USAGE	Continued attention to word order and form in speaking, reading, and writing; grammar as the organization of language (subject and predicate, form classes of noun and verb).	
	Communicative Writing	
WRITING	Differences between the conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language; conventions or customs of punctuation and capitalization.	Language Textbook
	Continued emphasis upon clear, concise, meaningful sentences for formal prose; upon a variety of sentences; upon placing in one paragraph all sentences about that paragraph topic; continued practice in writing reports, letters, descriptions, directions, definitions, reviews, and creative writings, including rhymes and poetry.	
	Handwriting	
	Development of speed, legibility, and individuality in cursive writing; introduction of steps in formal programs for grade level; emphasis on improvement according to need as revealed by analysis of individual handwriting.	*Better Handwriting for You, 5*, Noble, 1973
	Spelling	
	Representation of vowel and consonant phonemes in writing; application of spelling skills in all written work; attention to sequential spelling list, with emphasis on words needed for written communication; development of syllabication skills; use of dictionary to find most suitable meaning for a word.	*Basic Spelling Goals, Book 5*, Webster, 1968 *Thorndike-Barnhart Junior Dictionary*, Scott, 1968 *Webster's Elementary Dictionary*, American, 1968
LANGUAGE ARTS Grade Six LISTENING	Improved ability to adjust to varied audience situations, to organize while listening, to sift and to evaluate for a purpose; continued development of listening habits established in preceding grades; emphasis upon listening for differences in dialects, colloquialisms, regional characteristics, variations in voice and tone quality.	*Sharing Ideas*, Macmillan, 1969 Readers
SPEAKING	Continued development in oral expression through conversing, telling stories, reporting news, introductions, reviewing books, directing people, giving descriptions, explanations, and reading; reading poetry individually, and participating in choral reading.	
	Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; stress, pitch, and juncture.	
	Basal Reading	
READING AND LITERATURE	Continuation and expansion of reading skills and activities introduced in previous grades; extension of reading activities through continued opportunities for use of basal reader and manual in sequential introductions; individual needs as recognized in learning situations; practice according to levels and needs as reflected in basal, work-study, and all types of independent reading; location of information through use of card catalog, encyclopedias, cross-indexes, and atlases; organization of reading content by making notes and outlines for various purposes, such as summarizing and reporting; reading to distinguish between relevant and irrelevant material in relation to considered topics; development of a conscious habit of vocabulary enrichment through attention to structure and meaning of words.	*Seven Seas*, Harper & Row, 1973 *Cavalcade*, Scott, Foresman, 1973 *Adventures, Now and Then*, 1973 American Book Company

Course and Grade	*Emphasis*	**State Adopted Textbooks*
	Extended Reading	
	Application of skills developed in basal reading to the peculiar demands of learning activities in all content areas.	Basal and supplementary readers
	Continued exploration of literary heritage with emphasis on ability to secure meanings; interpret; recognize beauty; recognize aptness of expression; humor; clearness of thought.	Library books
	Extension of reading interests to encourage reading for personal enjoyment and for information.	
GRAMMATICAL USAGE	Continued attention to word order and form in speaking, reading, and writing; grammar as the organization of language; subject and predicate; the four form classes; function words.	
	Communicative Writing	
WRITING	Differences between the conventions of spoken and written English, relationship between intonation in the spoken language and punctuation in the written language; conventions or customs of punctuation and capitalization.	Language Textbook
	Continued emphasis upon clear, concise, meaningful sentences for formal prose; upon sentence variety; recording information on a subject; organizing and writing reports; writing letters; composing news stories; preparing reports; writing summaries; taking notes and making outlines; writing poetry, and doing other forms of creative writing.	
	Handwriting	
	Development of improved cursive writing, with emphasis upon speed and legibility and attention to proper size, slant, shape, and spacing of letters as a habit in all writing; emphasis on individual charts in which children record corrections of errors, causes of errors, and activities in which to engage for improvement.	*Better Handwriting for You, 6,* Noble, 1973
	Spelling	
	Representation of vowel and consonant phonemes in writing; continued study of the application of word form clues, phonetic analysis, and structural analysis; attention to increasing writing vocabulary through study of the list of words for grade level; attention to cause of errors and to principles involved in word study.	*Basic Spelling Goals, Book 6,* Webster, 1968 *Thorndike-Barnhart Junior Dictionary,* Scott, 1968 *Webster's Elementary Dictionary,* American, 1968
LANGUAGE ARTS Grade Seven LISTENING	Continued emphasis on good listening habits; purposeful listening, with thought as to the listener's response; listening for answer to a definite question; listening to a question with intent to answer; listening to form an opinion; listening to news; listening to an argument in order to answer it; accurate listening; critical listening; appreciative listening; listening to improve oral expression and to study spoken language.	*Words and Ideas,* Macmillan, 1969
SPEAKING	Direct study of the principles of effective speaking in situations that emphasize results, such as programs, dramatics, school public address system, radio, television; emphasis on diction and correct usage; attention to individual and choral reading; practice in conducting group meetings; emphasis on skills in articulation, pronunciation, vocal communication, and visible communication (posture, gesture, facial expression, movement).	Language Textbook
	Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; stress, pitch, and juncture.	
	Basal Reading	
READING AND LITERATURE	Continuation and expansion of reading activities and skills introduced in previous years; further use of basal reader and manual to extend reading skills; emphasis on depth and breadth of comprehension; increased use of simple indexes, periodicals, and information file to locate information; use of study helps in books; growth in independent evaluation of reading needs; application of skills development to meet individual needs.	*Discovery Through Reading,* Ginn, 1970 *High Trails,* Allyn, 1970 *New Horizons Through Reading,* Laidlaw, 1970 *Parades,* Lippincott, 1970 *Reading, Book I,* 1970

Course and Grade	*Emphasis*	**State Adopted Textbooks*
	Extended Reading	
	Improved ability to use reading skills in work-study situations; emphasis upon skills needed for particular study activities, with attention to developing (or improving upon) the skill in the context in which it is used; practice in selecting the particular skill needed and in deciding upon rate suited to reading task.	Basal and supplementary readers Library books
	Continued exploration of literary heritage with opportunity to follow individual interests; emphasis on wide range of exploration, including exposition, narration, description in prose and poetry; experience in reading to improve literary tastes, to discover plot, to evaluate style of writing, to distinguish between literary forms; reading to enjoy the beauties of language, people, and places; growth in ability to interpret characterizations, and to gain understanding of self and others through identification with places, events, and characters.	*Prose and Poetry Journeys*, Singer, 1969 *Adventures for Readers, Book 1*, Harcourt, 1969 *New Trails*, Holt, 1969 *Adventure Bound*, Houghton, 1969 *Wide, Wide World*, Scott, 1969
	Extension of range of interests to include reading in a number of areas; free reading centered around individual interests.	
GRAMMATICAL USAGE	Continued attention to word order and form in speaking, reading, and writing; grammar as the organization of language; subject and predicate; form classes; signals of word order, word form, and function words; sentence patterns.	
	Communicative Writing	
WRITING	Differences between the conventions of spoken and written English; relationships between intonation in the spoken language and punctuation in the written language; conventions or customs of punctuation and capitalization.	Language Textbook
	Emphasis upon answers to questions, note-taking, letters, reports, summaries, simple bibliographies, character sketches, narration which includes descriptive passages, announcements, news reports, verse; topic sentences in expository paragraphs, used in a variety of positions and developed by a variety of methods, with emphasis first on time-order.	
	Handwriting	
	Attention to individual and group work in neatness, legibility, speed, and form, in accordance with needs evidenced in all writing and with continuing attention to the slant, shape, and spacing of letters.	*Better Handwriting for You, 7*, Noble, 1973
	Spelling	
	Representation of vowel and consonant phonemes in writing; attention to correct spelling of all words used in writing; use of the dictionary; words and principles in spelling textbooks; special and individual needs as determined from all writing; individual attention to both written and oral vocabularies.	*Basic Spelling Goals, Book 7*, Webster, 1968 *Thorndike-Barnhart Advanced Junior Dictionary*, Scott, 1969 *Webster's New Secondary School Dictionary*, American, 1968 *Webster's New World Dictionary*, Macmillan, 1968
LANGUAGE ARTS **Grade Eight** **LISTENING**	Emphasis on listening to follow accurately the sequences of events to get main ideas, to interpret and connect ideas, to enjoy and recognize good descriptive writing and speaking, and to enjoy interesting details; attention to individual needs in the improvement of oral expression, such as correct pronunciation and use of new words in oral discourse; rhythm and flow of oral speech; development of power in the individual to listen to his own speech and to the speech of persons more proficient in speaking; correct use of mechanical aids, such as the wire and tape recorder; improvement in audience situations, with correct interpretation of listening responses needed in different situations.	*Thought and Expression*, Macmillan, 1969
SPEAKING	Further development of all types of oral expression previously named, with attention to social and personal needs of individual students; emphasis on the development of poise, personality, and a pleasing voice, including expression, enunciation, pronunciation, articulation, volume, pitch, tone, and rate; attention to organization for speech making and parliamentary procedure; use of a variety of words to avoid overworking a few words; avoidance of vague expressions and overstatements.	Language Textbook

Course and Grade	*Emphasis*	**State Adopted Textbooks*
READING AND LITERATURE	**Basal Reading** Continuation and expansion of reading skills and activities introduced in previous years; further use of basal reader and manual to extend reading skills; emphasis on individual needs, with attention to finding main ideas and supporting details in complex organizations of materials, using several methods of determining word meanings through context, observing descriptive words and phrases, separating fact from fancy, finding and using library reference materials; use of research techniques, such as note-taking, outlining, making and using bibliographies for oral and written reports; use of sources outside of school, such as the public library and museums; continued attention to individual evaluation of reading needs and reading interests.	*Exploration Through Reading*, Ginn, 1970 *New Horizons Through Reading*, Laidlaw, 1970 *Panoramas*, Scott, 1970 *Reading, Book 2*, American, 1970 *Widening Views*, Allyn, 1970
	Extended Reading Continued attention to the use of reading skills in work-study activities; emphasis upon skills needed in learning situations created in the social studies, science, mathematics, and other content areas, always with attention to improvement in selecting the reading skill or process most useful to the purpose in mind.	Additional basal and supplementary readers Library books
	Continued attention to literary heritage, with emphasis on reading for self-understanding through such informational sources as biographies and other non-fiction about personal development, peoples, and places; understanding of poetry, folklore, myths, legends, and regional literature; understanding related to the American heritage as reflected in prose and poetry; attention to developing an ever-increasing range in reading habits.	*Prose and Poetry Adventures*, Singer, 1969 *Adventures for Readers, Book II*, Harcourt, 1969 *Wide Horizons*, Holt, 1969 *Journeys Into America*, Houghton, 1969 *All Around America*, Scott, 1969
	Continued emphasis on independent reading in accordance with an ever-increasing range of interests; special attention to newspapers and magazines and other mass media.	
WRITING, LANGUAGE, AND COMPOSITION	**Spelling** Representation of vowel and consonant phonemes in writing; continued emphasis on words and principles in spelling textbooks as the formal, sequential, or introductory program; attention to new words in content areas and to all words used in writing vocabulary; attention to the use of dictionaries.	*Basic Spelling Goals, Book 8*, Webster, 1968 *Thorndike-Barnhart Advanced Junior Dictionary*, Scott, 1969 *Thorndike-Barnhart High School Dictionary*, Scott, 1969 *Webster's Students Dictionary*, American, 1969
	Writing Differences between the conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language; conventions or customs of punctuation and capitalization.	Language Textbook
	Handwriting Continued emphasis on neatness, legibility, speed, and form; individual and group work in accordance with needs evidenced in all writing, with attention to slant, size, shape, and spacing of letters.	
	Language Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; stress, pitch, and juncture; grammar as the organization of language; subject and predicate; form classes; signals of word order, word form, and function words; sentence patterns.	
	Composition Emphasis upon answers to questions, note-taking, letters, reports, summaries, bibliographies, personal narration, descriptive paragraphs, imaginative or emotional prose and poetry, differentiation between fact and opinion, character sketches with attention to motivation as well as character traits, expository paragraphs (including such logical development orders as enumeration, illustration, cause and effect, comparison and contrast), transition devices.	Language Textbook

Course and Grade	*Emphasis*	**State Adopted Textbooks*
ENGLISH **1 and 2** **Grade Nine** **LISTENING**	Extension of attention span; development of ability to listen to and follow instructions; practice in gaining information as well as enjoyment from radio, television, motion pictures, and recordings; development of habits of courteous attention in audience situations, informal and formal; practice in evaluating oral language skills of a speaker as an aid to self-evaluation.	
SPEAKING	Practice in various types of oral expression, informal and formal, related to the study of literary selections and to life experiences, with emphasis on clear enunciation, correct usage, and vocabulary growth; discussion; oral interpretation; choral reading; dramatization; parliamentary procedure; preparing and delivering a speech to persuade and convince others.	*The New American Speech, Revised,* Lippincott, 1973
	Basal Reading Continued practice in basal reading skills with emphasis on the ability to attack new words, to use context clues, to locate answers to specific questions, to recognize the central idea, to follow logical thought development, to organize ideas, and to use reference materials.	*Advanced Skills in Reading, 3,* Macmillan, 1970
READING **AND** **LITERATURE**	**Extended Reading** Use of a variety of selections to develop appreciation for and enjoyment of literature, to acquire knowledge of the distinctive qualities of different literary forms and styles of writing, to become acquainted with figures of speech and special dialects, to enlarge vocabulary, and to extend knowledge of interest in human behavior.	*Adventures in Reading,* Harcourt, 1969
	Guidance in the development of a purposeful program of leisure reading in line with individual abilities and awakened interests.	Library as a source
WRITING, **LANGUAGE,** **AND COMPOSITION**	**Spelling** Representation of vowel and consonant phonemes in writing; continued emphasis on all words used in writing; use of dictionary; analysis of individual spelling problems; application of spelling rules for problem words, especially plurals, possessives, compounds, and suffixes; attention to new words in content area; development of vocabulary.	*Modern Grammar and Composition, 1,* American, 1970 *Webster's Students Dictionary,* American, 1969 *Thorndike-Barnhart High School Dictionary,* Scott, 1969 *Thorndike-Barnhart Advanced Junior Dictionary,* Scott, 1969 *American College Dictionary,* Singer, 1970 *Standard College Dictionary,* Harcourt, 1970 *Webster's New World Dictionary,* Macmillan, 1970 *Webster's Seventh New Collegiate Dictionary,* American, 1970
	Writing Differences between the conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language; punctuation as a signal of the structure of the written language; conventions or customs of punctuation and capitalization.	
	Handwriting Continued emphasis on neatness and legibility, with attention to corrective exercise for individuals who evidence the need.	None
	Language Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; stress, pitch, and juncture; grammar as the organization of language; subject-predicate structure, the sentence complement, word order, sentence patterns; form, position, and function words as signals to identification of form classes; coordination and subordination; dictionaries as a source of history, grammar, and sound; the significance of the introductory sections of dictionaries.	Language Textbook and Dictionaries
	Composition Emphasis on answers to questions; note-taking; letters; reports; summaries; bibliographies; personal narration; descriptive paragraphs; expository paragraphs, including such logical development orders as enumeration, illustration, cause and effect, comparison and contrast; differentiation between fact and opinion and drawing inferences from facts; use of specific details to support abstractions; analysis of a specific aspect of a book; imaginative or emotional prose and poetry; character sketches, including delineation of character traits and attention to motivation; ways of achieving unity and coherence in compositions of three to five paragraphs.	Language Textbook

Course and Grade	*Emphasis*	**State Adopted Textbooks*
ENGLISH 3 and 4 Grade Ten **LISTENING**	Continued practice in attentive listening and remembering; recognition of musical qualities of language; development of sense of word power; and formation of judgments about what is heard.	
SPEAKING	Practice in various types of oral expression appropriate to social and school activities, with emphasis on the distinction between levels of language and appropriate occasions for their use, vocabulary growth, accuracy in the choice of words and in enunciation and pronunciation, and conscious effort to detect and overcome careless speech habits; discussion; oral interpretation; choral reading; dramatization; parliamentary procedure; preparing and delivering a speech.	*Speech for Today*, Webster, 1973 *Speech in Action*, Scott, 1973
	Basal Reading Continued use of exercises to increase speed and comprehension; adjustment of speed and method to purpose and to type of material; increased independence in locating information and in taking notes; practice in oral reading and interpretation of selected passages.	
READING AND LITERATURE	**Extended Reading** Use of a variety of selections to increase literary appreciation and knowledge of writers, to develop standards of appraisal of literature, to associate reading experiences with daily activities, to recognize parallels between characters in literature and real people, to grow in human understanding and in appreciation of ethical values.	*Adventures in Appreciation*, Harcourt, 1969
	Individual and group guidance in the selection of material for leisure reading, with special attention to variety in levels and types to conform to maturity in reading, in skills, and in tastes.	Library as a source
WRITING, LANGUAGE, AND COMPOSITION	**Spelling** Representation of vowel and consonant phonemes in writing; emphasis on principles involved in all words used in writing; dictionary use; continuation of analysis and drill on individual spelling difficulties; attention to improved vocabulary.	*Modern Grammar and Composition 2*, American, 1970 Dictionaries for Grade Nine
	Writing Differences between the conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language; punctuation as a signal of the structure of the written language; conventions or customs of punctuation and capitalization; representation of stress in writing.	Language Textbook
	Handwriting Continued emphasis on neatness and legibility, with attention to corrective exercises for individuals who evidence the need.	None
	Language Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; stress, pitch, and juncture; grammar as the organization of language; subject-predicate structure, the sentence complement, word order, form classes, function words, coordination, subordination,verbals, complications of agreement, verb phrase structure, transformations; development and change in language; lexicography; semantics.	Language Textbook and Dictionaries
	Composition Emphasis upon description, narration, exposition, argumentation; subordination and coordination, parallel structure, balanced sentences, loose and periodic sentences; organizing and outlining ideas; news story, feature story, editorial, column.	Language Textbook

Course and Grade	*Emphasis*	**State Adopted Textbooks*
ENGLISH **5 and 6** **Grade Eleven** **LISTENING**	Continued practice in attentive listening to remember key ideas, to draw conclusions, and to share experiences with others; awareness of the importance of the choice of words and manner of speaking; recognition of the values and limitations of propaganda.	
SPEAKING	Furtherance of experiences involving various types of oral expression related to study of literature and to life activities, with special attention to clarity in expression of ideas, to discrimination in choice of words, and to the development of poise in both formal and informal situations; discussion; oral interpretation; choral speaking; dramatization; parliamentary procedure; preparing and delivering a speech.	*Modern Speech,* Holt, 1973 *Speech in Action, Revised,* Scott, 1973
	Basal Reading Attention to increasing reading efficiency with emphasis on vocabulary expansion; use of research facilities and of footnotes, headnotes, and glossaries; interpretation of figurative language; and ability to follow sequence of events, to recognize cause and effect, and to form judgments.	
READING AND LITERATURE	**Extended Reading** Survey of American literature with emphasis on ideals, problems, privileges, and responsibilities relating to American democracy; influences affecting patterns of cultural development; and particular types of literature which reflect American life and spirit.	*Adventures in American Literature,* Harcourt, 1969
	Further development of interesting reading for entertainment and for information; discrimination in the selection of periodicals, as well as books; formation of the habit of keeping cumulative record of recreational reading for future reference or for sharing with friends.	Library as a source
WRITING, LANGUAGE, AND COMPOSITION	**Spelling** Representation of vowel and consonant phonemes in writing; use of cumulative lists of individual word problems; formulation of a class list for intensive study; knowledge of basic word formation; application of spelling rules previously introduced; habitual use of dictionary.	*Modern Grammar and Composition, 3,* American, 1970 Dictionaries for Grade Nine
	Writing Differences between conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language; relationship between syntax and punctuation; conventions or customs of punctuation and capitalization; representation of stress in writing.	Language Textbook
	Handwriting Emphasis on legible handwriting; remedial drills where need is evidenced.	None
	Language Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; stress, pitch, and juncture; grammar as the organization of language; the physical characteristics of the sentence, the basic sentence patterns, modifiers, coordination, subordination, apposition, form classes, absolute and introductory structures; development of the English language in America; dialects; semantics; lexicography; cultural levels and functional varieties of English.	Language Textbook and Dictionaries
	Composition Emphasis upon defining terms, providing supporting evidence, qualifying generalizations, relating knowledge of the structure of English to the problems of writing, loose and periodic sentences, unity and coherence in the paragraph, the précis, imaginative and emotional writing, the research process.	Language Textbook

Course and Grade	*Emphasis*	**State Adopted Textbooks*
ENGLISH **7 and 8** **Grade Twelve** **LISTENING**	Added emphasis on purposeful, attentive listening to parallel growing maturity of thought; association of new ideas with everyday living; critical evaluation of what is heard; improved power of discrimination in the selection of motion pictures and programs on radio and television.	
SPEAKING	Provision for oral expression related to the study of literature and language; adequate ability for meeting speech needs in social situations; efficiency in forms of expression for continued use, such as announcements, interviews, reports, explanations, parliamentary procedure, and literary interpretations; discussions; choral speaking; dramatization; preparing and delivering a speech.	*The New American Speech*, Lippincott, 1973 *Modern Speech*, Holt, 1973
	Basal Reading Refinement of skills needed for understanding content and interpreting author's purpose; application of reading-thinking skills in locating and organizing facts, in drawing conclusions, and in tracing and reorganizing ideas; recognition of the intricate patterns of development in the English language.	
READING AND LITERATURE	**Extended Reading** Survey of English literature with emphasis on familiarity with great works which constitute the priceless heritage of all English-speaking people; knowledge of the development of English literary types and the distinguishing style of individual authors; inherent ties between America and England as evidenced by history and literature; refinement of literary taste and appreciation; and recognition of the dignity and integrity of the individual as a contributing member of society.	*Adventures in English Literature*, Harcourt, 1969
	Further development of interest in reading as a leisure activity; the extension of reading habit patterns to include a wide variety of material; acquaintance with aids to book selection, such as reviews and book lists; continuation of cumulative reading record.	Library as a source
WRITING, LANGUAGE, AND COMPOSITION	**Spelling** Representation of vowel and consonant phonemes in writing; concerted effort on overcoming careless habits; practice in analysis of new words; continued work on cumulative lists of individual problem words.	*Resources for Modern Grammar and Composition, 4*, American, 1970 Dictionaries for Grade Nine
	Writing Differences between conventions of spoken and written English; relationship between intonation in the spoken language and punctuation in the written language; relationship between syntax and punctuation; conventions or customs of punctuation and capitalization; representation of stress in writing.	Language Textbook
	Handwriting Emphasis on legible handwriting, with remedial drills where need is evidenced.	None
	Language Continued emphasis upon language usage (vocabulary, inflected forms, and agreement) of the current prestige or standard dialect; recognition of divergence within the prestige or standard dialect; language as a code, as a system of signals, as a social phenomenon; grammar as the organization of language; the sounds, forms, and syntax of English; the history of English.	Language Textbook
	Composition Emphasis upon levels of generalization; tone through connotations; figurative language; conventions of sentence structure; effective use of modification, subordination, impersonal constructions, and balanced constructions; effective paragraphs; description, narration, exposition, argumentation; précis, research paper.	Language Textbook

Course and Grade	*Emphasis*	**State Adopted Textbooks*
	SPEECH	
SPEECH 1 **Grades Ten, Eleven, and Twelve** **SPEECH FUNDAMENTALS**	Development of a desirable mental attitude toward a speaking situation; development of plans for a personal, definite program of speech improvement; improvement of habits of intelligent listening, careful observation, and logical thought; development of poise, personality, and self-confidence; improvement of voice and diction; increase of speaking vocabulary; practice in good posture and bodily control; practice in organizing and presenting ideas extemporaneously; adjustment to the speaking situation; development of imagination through story telling; increase in enjoyment and appreciation of literature.	*New American Speech, Revised,* Lippincott, 1973 *Speech for Today,* Webster, 1973
SPEECH 2 **ORAL INTERPRETATION**	Enrichment of personality by reliving and communicating to others the meanings suggested by the printed page; participation in an aesthetic experience as a reader and as a listener; enrichment of emotional and imaginative powers; development of skill in projecting mood; acquaintance with a variety of persons through literature; development of good diction; enrichment of vocabulary; increase in ability to express feelings and ideas effectively; study of voice and bodily action; development of individual characterization.	*New American Speech, Revised,* Lippincott, 1973 *Speech in Action, Revised,* Scott, 1973
SPEECH 3 **DRAMA**	Development of more mature emotional stability, a greater sense of responsibility in democratic group processes, and increased poise in self-expression; enjoyment of a wholesome recreational activity; development of poise in expressing ideas and feelings; practice in freedom and grace of movement; appreciation of the theater's arts and techniques and its influence upon civilization; increase in knowledge concerning the history of drama and its basic types, outstanding plays of the past and present, outstanding playwrights of the past and present, physical aspects of the theaters of the past and present, and outstanding actors and actresses of the past and present; understanding of the relation between the author's point of view and form in writing; the development of a flexible voice for dramatic interpretation; and production of a play.	*Speech in Action, Revised,* Scott, 1973
SPEECH 4 **RADIO AND TELEVISION**	Development of understanding of the progress of communication techniques and of the influence of radio and television upon personal and public life today; increase in knowledge of the personnel, organization, and equipment of local radio and television stations; evaluation of voice quality, enunciation, pronunciation, and vocabulary of self and others, resulting in plans for self-improvement; understanding of problems, techniques, and duties of the newscaster and the announcer and practice in the techniques of newscasting and announcing; understanding of the contribution of sound effects to radio and television programs and practice in producing sound effects; production of radio and television plays; study of vocational opportunities in radio and television.	*The Art of Speaking,* Ginn, 1973
SPEECH 5 and 6 **DEBATE, EXTEMPORANEOUS**	Participation in speaking activities in order to develop standards of effective public speaking, to learn the value of a well-constructed outline which reflects main contentions and supporting details in the organization of a speech, to become familiar with the panel, the dialogue, the symposium, and the lecture; appreciation of the requirements of an appropriate subject and the continuity of the process of gathering material and choosing a subject; growth in understanding of the value of public discussion and practice in speaking extemporaneously, in making special occasion speeches, in conducting business interviews, and in delivering orations; personal improvement in voice quality, bodily action, diction, and vocabulary.	*Modern Speech,* Holt, 1973 *Contest Debating,* Wilson

Course and Grade	*Emphasis*	**State Adopted Textbooks*
SPEAKING AND ORIGINAL ORATORY	Development of ability to state, analyze, and translate problems and their possible solutions into terms acceptable to a discerning audience; increase in ability to make effective responses in an organized assembly; participation in parliamentary and debating experiences to acquire confidence for present and later participation in social and economic affairs; practice in applying the techniques of research to resolve a question or attack a problem; practice in getting the facts before drawing a conclusion; practice in listening effectively to both sides of a proposition and weighing evidence before reaching a conclusion; practice in organizing a main speech around one or two major arguments and presenting the speech extemporaneously.	Selected Materials

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JOURNALISM

JOURNALISM 1 and 2 **Grade Twelve** **NEWSPAPER WRITING**	Development of specific skills in the production of a school paper; practice in newsgathering, newswriting, copy editing, headline writing, proofreading, and makeup; development of habits of careful observation and objective, unbiased writing; growth in ability to deal efficiently with the public; practice in effective methods of self-expression through writing for publication; growth in ability to appraise the influence of the free press as an instrument in a democratic society; analysis of the responsibility of the press to the public; increased understanding of the importance of staff organization and newspaper ethics; increased knowledge of the history of journalism, newspaper advertising, the function of the editorial, the feature story; practice in thoughtful, independent, intelligent reading of the newspaper; recognition of the value of the newspaper in keeping abreast of the news; consideration of journalism as a vocation.	*Experience in Journalism*, Lyons, 1966